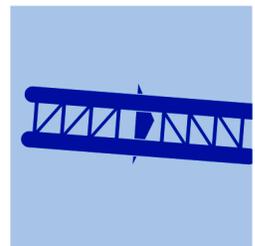
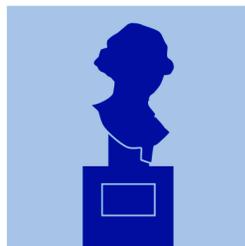


Kids in Action



**A Guide for Involving
Elementary Students
in Civic Participation**
K-5 Social Studies
Fall 2004



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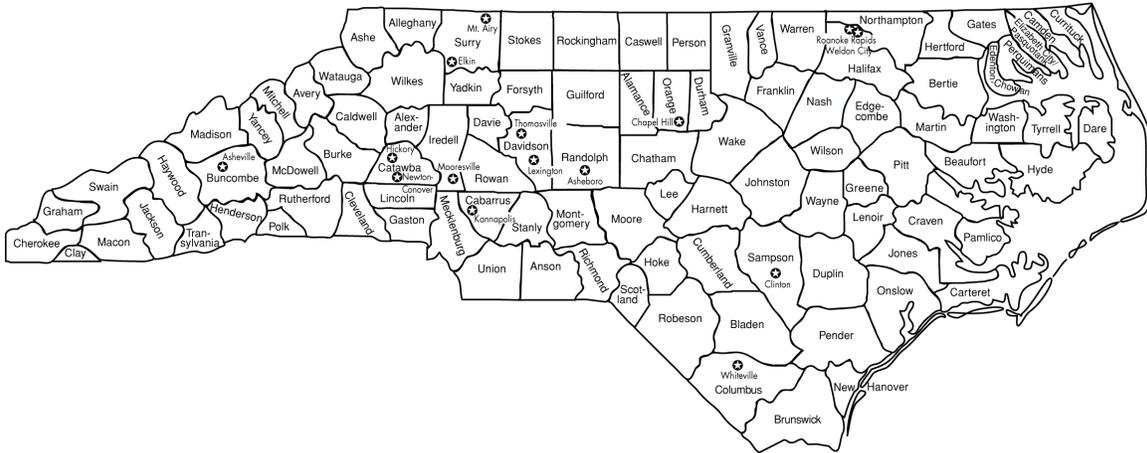
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Student Citizenship Act of 2001

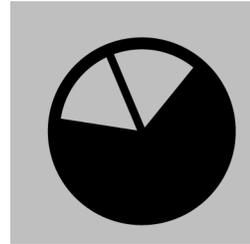
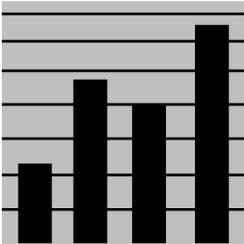


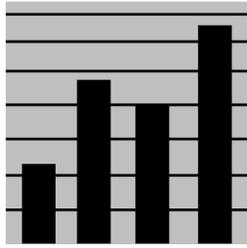
The Student Citizenship Act of 2001; Section 4 states that it is “effective when it becomes law and applies to all school years beginning with the 2001-2002 school year” with some exceptions noted. Section 1 requires two year-long courses on North Carolina history and geography, one at the elementary level and another in the middle grades. Each course must include instruction in the contributions made by different racial and ethnic groups.

The Social Studies Standard Course of Study which was approved by the State Board of Education, December 2001, includes “North Carolina Geography and History” at fourth grade and “North Carolina: Creation and Development of the State” at eighth grade.

Section 2b requires “modifications to the social studies curriculum to instruct students on participation in the democratic process and to give them hands-on experience in participating in the democratic process.” The North Carolina *Social Studies Standard Course of Study* contains specific goals and objectives that focus on local, state, national, and international governments and active citizenship.

May 2004 Civics Education Survey Results





Civics Education Survey Results May 2004

The goal of education in civics and government is informed responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. Their effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by development of certain character traits that enhance the individual's capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society. — Center for Civic Education

The youth of the twenty-first century will be responsible for our communities, state, nation, and world. The well being of our society requires caring and informed citizens. It is important that schools and communities develop a commitment to civic values. The North Carolina Department of Public Instruction is obligated to developing standards, providing professional development, and creating support documents for educators that teach the principles that inspire civic virtue in North Carolina's youth. There has been a renewed effort by the social studies consultants at the North Carolina Department of Public Instruction to teach civics education K-12.

The Civics Education Initiative was developed by the social studies consultants and presented at the State Board of Education's January 2004 meeting outlining steps to enhance civic participation. An online survey was also designed to glean information from educators about civic engagement.

We asked. They spoke. We listened.

The purpose of this survey was to gather the view of the 507 teachers and administrators, which participated, regarding civic education. The first objective was to determine how the survey participants defined civic education. The survey then explored the civic involvement of the participating teachers and administrators. It also sought to determine the familiarity of the participants with the civic goals and objectives in the revised Social Studies standards. The Department of Public Instruction then attempted to gain insight on ways to improve civic education. The participants' view of the appropriate grade level to begin preparing students for civic engagement is also addressed. Lastly, the respondents provided examples of opportunities for students to become civically involved in school and in their community. In short, this survey is designed to determine the current perception of civic education, and to develop ideas and strategies to improve it.

The survey participants defined civic education as:

The acquisition of knowledge relating to the structure and history of local, state, and federal government; as well as the knowledge of the community as a whole. Civic education also brings about an awareness of the sacrifices, which were made to establish and secure the rights and opportunities, which exists today. It also shows students how to be actively involved in their community and society both now and when they become adults.

This definition can be divided into three main components:

1. To teach
2. To make aware
3. To motivate

1. The first component of this definition is **“The acquisition of knowledge relating to the structure and history of local, state, and federal government; as well as the knowledge of the community as a whole.”** The first fundamental part of civic education is to teach. Many participants referred to civic education in terms of what is taught. Some responses relating to this component are:

- “Teaching students about government at all levels.”
- “The knowledge of the community one lives in.”
- “Civic education is taught to give students an understanding of government and citizenship.”

- “Teaching students the skeleton of government (branches, voting cycles, names of office holders, etc.).”
 - “Teaching our children how our communities are organized and how they work.”
2. The second part on the definition is, **“Civic education also brings about an awareness of the sacrifices which were made to establish and secure the rights and opportunities which exists today.”** Once the students are taught about government and communities. They are then taught to recognize and appreciate the rights and freedoms they enjoy within a democratic government and society. Some responses relating to this component of the definition are:
- “Understanding the rights and responsibilities of being a citizen.”
 - “Awareness of responsibilities and roles that people perform in a community.”
 - “The teaching of duties, rights, and freedoms to function as a responsible citizen.”
 - “Teaching students the value of citizenship, the responsibility of citizenship, and how to be an active citizen.
 - “Teaching about the history of our country so we can learn how we got the right and opportunities we have.”
3. The third and final portion of the definition is, **“It also shows students how to be actively involved in their community and society both now and when they become adults.”** Once students have been taught about the structure of government and society, and they have been made aware of the rights and freedoms they enjoy; they must then be motivated to make a positive impact on society. Some responses relating to motivation are:
- “Civic education involves teaching students to become active members of our society.”
 - “Teaching students to be involved in the community and to recognize the importance of fulfilling their civic duty.”
 - “Creating an awareness of a current or potential role within the workings of their community.”
 - “Making students aware of their role in the community.”
 - “Teaching children the responsibilities of each individual citizen to make our democracy work for all.”

Are you civically involved in your community?

<u>RESPONSE</u>	<u>PERCENTAGE</u>
Yes	82%
No	18%

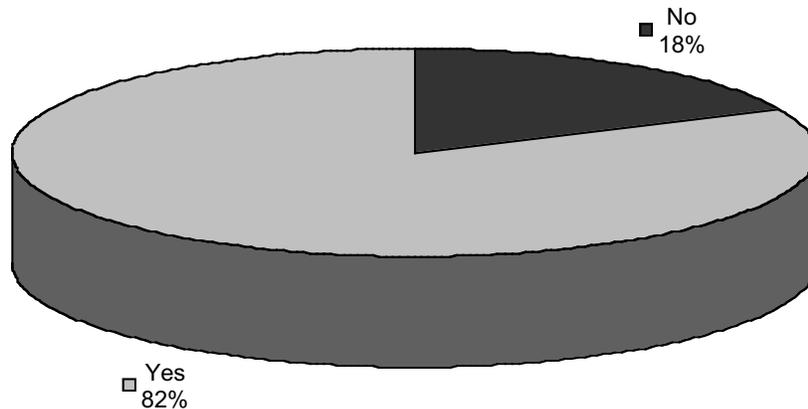
Out of the 18% of respondents, who answered no, two main reasons were given as to why they did not participate in civic activities. Those reasons are:

- Relocation (just moved here)
- Not enough time

Some of the civic activities that the remaining 82% are involved in are as follows:

- Voting/ political events
- Church Organizations
- Tutoring
- Fine Arts Programs
- Food Pantry, Soup Kitchen, Homeless Shelter volunteer
- Military Support
- Environment support groups
- Race for a Cure, Walk-a-thons, etc.
- Fundraising events
- Girl/ Boy Scout Leaders

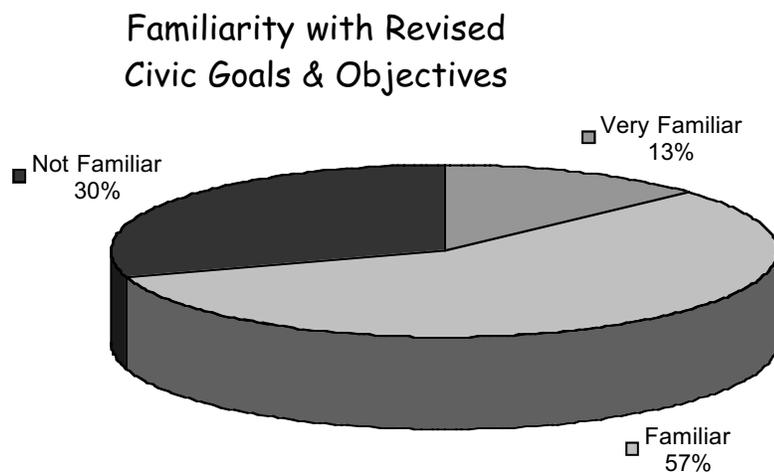
Teacher Civic Involvement



What is your level of familiarity with civic goals and objectives in the revised Social Studies Standards?

<u>LEVEL OF FAMILIARITY</u>	<u>PERCENTAGE</u>
Not Familiar	30%
Familiar	57%
Very Familiar	13%

When asked to reveal their level of familiarity with the civic goals and objectives in the revised Social Studies standards, 13% stated that they were very familiar with the goals and objectives. 57% were familiar and 30% unveiled that they were not familiar with the civic goals and objectives in the revised Social Studies standards. It would be ideal to increase the number of teachers and administrators who consider themselves to be beyond the level of simply being familiar with the goals and objectives, but see themselves as being very familiar with them. The Department of Public Instruction wishes to gain insight on the need and desire for in-service and support documents regarding civic engagement. The following graphs portray the view of the participants on additional in-service and support documents.

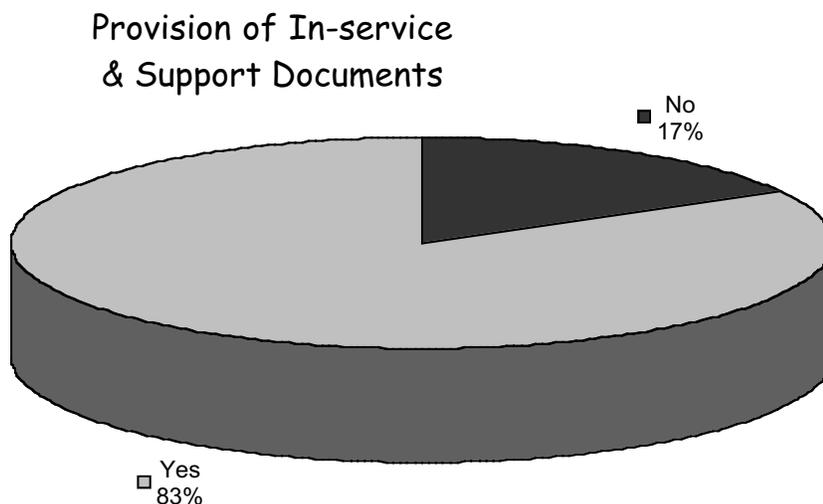


Should additional in-service and support documents on civic engagement be provided for teachers?

<u>RESPONSE</u>	<u>PERCENTAGE</u>
Yes	83%
No	17%

As shown in the graph below, 83% of survey participants think that the Department of Public Instruction and local school systems should provide additional in-service and support documents for teachers. Some of the comments and suggestions of those who did not think that additional documents should be provided are as follows:

- I do not have the time for additional paperwork
- In teaching the required elementary school curriculum, it is difficult to fit everything in
- Test pressure (EOG) has led many schools to spend less time on these types of activities and more on reading and math.
- We can have all the civic engagement that we want, but attitudes have to change at home
- I do not think it would be necessary. Perhaps just a simple document with contacts for some of the programs would be sufficient.



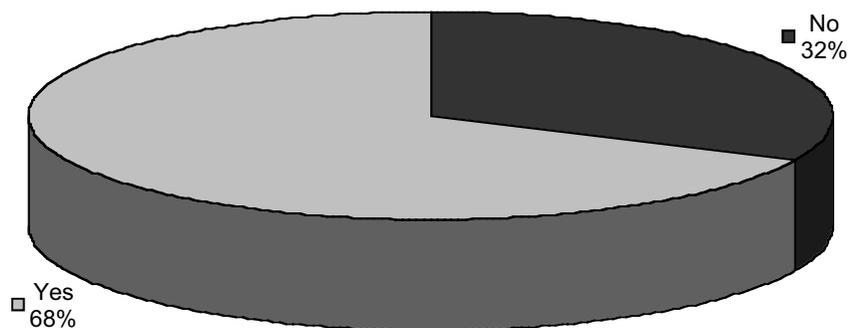
Would you be willing to attend a professional in-service during the summer to receive strategies for civic engagement?

<u>RESPONSE</u>	<u>PERCENTAGE</u>
Yes	68%
No	32%

68% of the participants in the survey said they would be willing to participate in an in-service during the summer to receive strategies for civic engagement for grades K-12. Some of the comments and suggestions of those who responded no are as follows:

- I will not have time to do this over the summer
- The only way I would attend is if I was compensated (stipend). I will have to pay for baby sitting service and other expenses
- The community in which my students live isn't conducive to social interaction with the residents in it
- Perhaps it can be done on a teacher workday
- Summer is a time I reserve to nourish my family

Attendance at Summer In-Service



What is the appropriate grade level to begin preparing students for civic engagement?

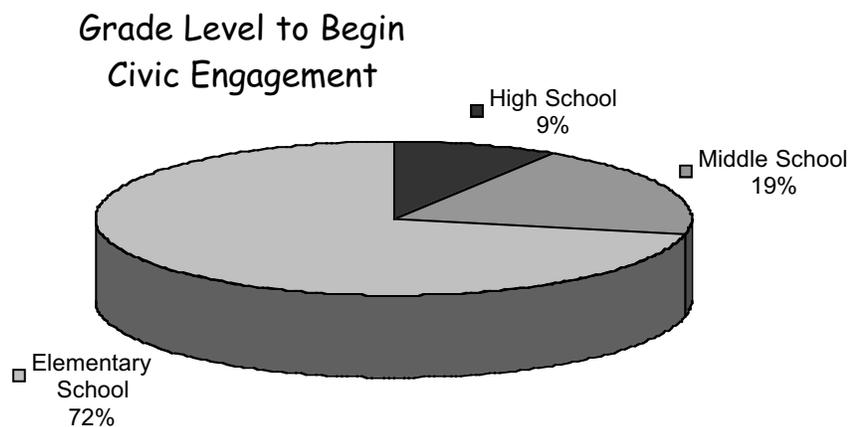
GRADE LEVEL PERCENTAGE

Elementary School 72%

Middle School 19%

High School 9%

The majority of survey participants (72%) believed that elementary school is the appropriate grade level to begin preparing students for civic engagement. 19% believe that middle school level is more appropriate and 9% feel that high school is the appropriate level to begin preparing for civic engagement.

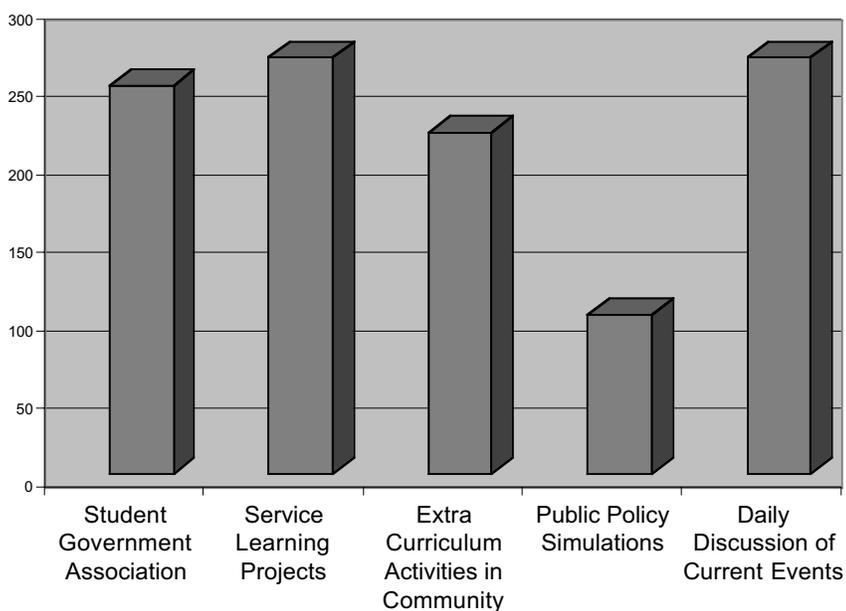


What are possible opportunities for students to become civically engaged in school?

<u>OPPORTUNITIES</u>	<u>RESPONSES</u>
Student Government association	250
Service Learning Projects	268
Extra Curriculum Activities in Community	220
Public Policy Simulations	103
Daily Discussion of Current Events	268

When asked to identify possible opportunities for students to become civically engaged in school, 268 respondents referred to service learning projects and daily discussion of current events. 250 mentioned student government association, 220 referenced activities in the community, and 103 referred to public policy simulations.

Possible School Opportunities for Civic Engagement



What are possible opportunities for students to become civically engaged in their community?

<u>OPPORTUNITIES</u>	<u>PERCENTAGE</u>
Governmental/ Political Events and Activities	11%
Service Learning Projects	84%
Fundraising Events	5%

84% of the respondents listed service learning projects as possible opportunities for students to become involved in their communities. Some of these opportunities are:

- Boy/Girl Scouts
- Trash-clean ups
- Nursing Home Projects
- Volunteering (Soup Kitchen, Homeless Shelters, etc.)
- Gardening/ Beautification Projects

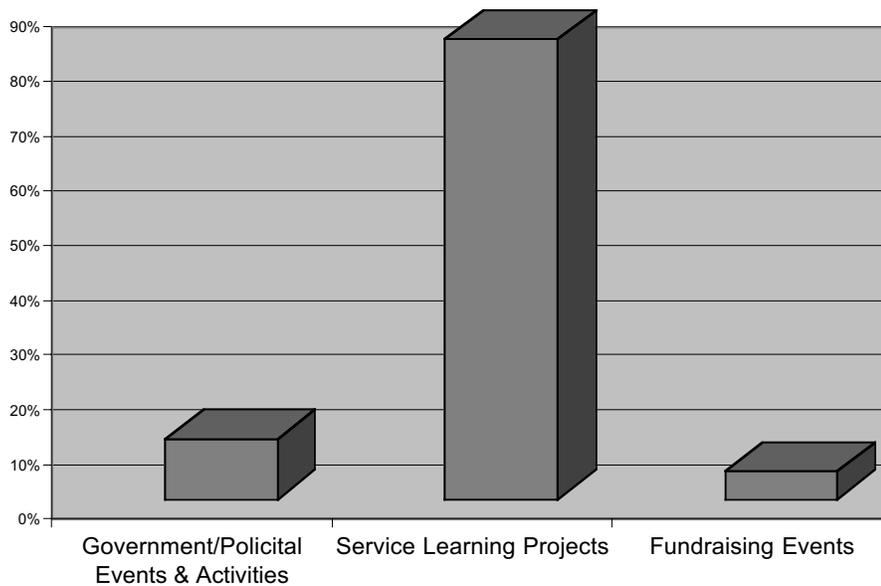
11% of participants listed Governmental/ political events and activities. Some of the opportunities within this category are:

- Mock Elections, Kids Voting
- Ushering voters on election day
- Writing to Government leaders
- Volunteering for local political events
- Serving as student members on community boards and committees

5% of the responses referred to fundraising events. Examples include:

- Fundraising for hospital patients in need
- Penny Campaign for Samaritan Ministries
- Christmas fundraising for families in need
- Collecting canned goods for victims of hunger
- Gathering needed items of soldiers and military personnel

Possible Community Opportunities for Civic Engagement

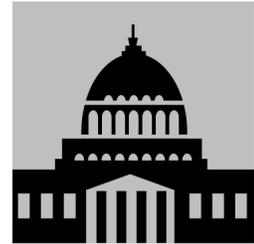


Some of the ways the activities the respondents mentioned they use to get students civically involved are:

- Outreach activities to the many civic organizations in our town (nursing homes, soup kitchen, food bank, etc.)
- Participate in fundraising activities for various community organizations that help others (fire departments, hospitals, etc)
- Character education-taking the time to discuss the right thing to do; having students take responsibility for their actions
- Class jobs, individual students responsibilities, working in groups
- Set up and conduct classroom voting for issues within the classroom, activities involving the newspaper, and discussions of local activities and current events

This survey has revealed the immense desire for the improvement of civic education. There were some exceptional comments and suggestions of ways to improve and incorporate more civic involvement of our students. Together we will be able to achieve our goal of commendable civic involvement of the youth.

Using Current Events



A great teacher of civics is always ready to discuss current events with the students, even in grades K-5. According to a 1995 report from Times Mirror Center for the People and the Press (now called the Pew Research Center for the People and the Press), young Americans know less and care less today about what's going on than young Americans of previous generations. It is believed that very few youth are aware of what is going on at the local, national, or international level. It is important that teachers recognize the importance of teaching current events as it helps students become more cognizant of world events and the impact on them as citizens. Students also become acquainted with effectively reading the newspaper, which boosts reading competence.

Education World cites several benefits of teaching current events in the classroom:

- build language, vocabulary and comprehension skills
- develop informed citizens and lifelong newspaper readers
- provide a “writing model”
- help teacher teach media literacy skills
- create useful communication between students, teachers, and parents
- offer opportunities for cooperative learning, class debates, and role play

In the book, *The Newspaper: A Reference for Teachers and Librarians*, Edward DeRoche, supports the use of newspapers and current events as a teaching tool because students develop a positive attitude about reading from non-fictional material and those who read newspapers tend to score higher on standardized tests.

This section is to provide ideas and resources to help elementary teachers engage students effectively in using current news events.



Current Events Activities

Preserving the news! Dissolve a milk of magnesia tablet in a quart of water, and let it stand overnight. Pour the mixture into a flat baking pan large enough to hold the news clippings that you want to preserve. Place the clippings in the solution so they're completely covered by the liquid. Let them soak for an hour. Then take them out and pat them dry. They'll be crisp and new for a long time to come! (This works because the magnesium carbide in the solution neutralizes the acid in the paper; it is the acid that makes the newspaper yellow.)

Listening for details. Students can do this activity individually or in small groups. Ask students to listen carefully as you read aloud a story from the day's newspaper. (Story length will vary by grade level.) Then hand out to students a sheet with questions about details from the story. The higher the grade, the harder (more detailed) questions you can ask. Invite students or groups to respond to the questions. Who caught the most details?

News-mapping. Post a map (a community, state, U.S., or world map, depending on the focus of your current events curriculum) on a bulletin board. Post stories around the map and string yarn from each story to the location on the map where the story takes place.

More news-mapping. Take a look at the front page of the local newspaper each day. Plot on the map the location of each of the news stories on that page. Invite students to use the scale of miles on the map to figure out how far each place in the news is from your community. If longitude and latitude is a skill your students are expected to master, students might plot each location's longitude and latitude to the nearest degree.

News scavenger hunts. Provide students with a list of things to find on the front page of today's newspaper. Students might hunt in the paper for math-related words and terms (a percent, a measurement of distance, a cost, an address, and a fraction) or grammar-related terms (a present-tense verb, a past-tense verb, a proper noun, an abbreviation, a colon, and a list separated by commas). Or students might scavenge the main sports page for a list of sports-related terms. Or you might let students work in small groups to hunt for as many nouns (or proper nouns, or verbs) as they can find in a story or on the front page. The group that finds the most is the winner!

A to Z adjectives. Each student writes the letters from A to Z on a sheet of paper. Challenge students to search the day's front page (or the entire newspaper, if your students

are older) for an adjective that begins with each letter of the alphabet. Students cut the adjectives from the newspaper and paste them on their list.

Graphing the news. Pull facts from the news that lend themselves to graphing (e.g., the cost of a postage stamp, the population of your community, the number of barrels of oil imported). Provide students with the information needed and invite them to create a bar, line, or picture graph to depict that information.

Scanning the page. Provide a copy of a news story for this activity that teaches the skill of "skimming for information," or let all students work with their own copy of the front page of the same daily paper. Provide a list of words from the story/front page and invite students to skim the page to find as many of those words as they can. Set a time limit. Who finds the most words before time runs out?

Abbreviation/acronym search. The names of many common organizations are shortened to their acronym form when used in news stories. For example, the American Broadcasting Corporation becomes ABC, the National Organization for Women becomes NOW, and the National Aeronautics and Space Administration becomes NASA. Also, abbreviations are commonly used for state names and some titles, such as Tex. (for Texas) or Sen. (for Senator). Invite students to work in groups to find and create a list of acronyms and abbreviations they find in the daily newspaper. (Note: You might include the classified ad section in your students' search. Many abbreviations can be found there.)

Local, national, or international? To develop your students' understanding of a news story's "place," create a bulletin board divided into three sections. Invite students to bring in news stories from home that might fit into each of the three sections. News of the community or state will be posted in the "Local" section. News of interest around the country will fit in the "National" section. And world news will be posted in the "International" section.

Headline match. Collect ten news stories and separate the story text from the headline. Number each headline from 1 to 10. Assign a letter, from A to J, to each story text. Invite students to match each headline to the correct text.

The five Ws. Introduce students to the 5Ws found in most news stories. Often, the five Ws are introduced in a story's opening paragraph. Create an overhead transparency of a major news story. Invite students to talk about the who, where, when, what, and why of the story. Circle or highlight and label the areas of the story that tell each of the five Ws. Then provide each student or group of students with a news story and ask them to report to the class the who, where, when, what, and why of the story. Students might underline each of the five Ws with a different colored crayon.

A five W variation. Provide each student with a news story. The student lists on a separate sheet of paper the who, where, when, what, and why of the story. Then the students' papers are collected and redistributed so no student has his or her own sheet. Each student takes a look at their five W lists and writes the opening paragraph of a news story based on that information. At the end of the activity, students share their stories and the original stories to see how they compare. How accurate were the students' stories?

Sequencing the facts. Select a news story that includes a clear sequence of events. Write each of the facts of the story on a separate strip of paper. Invite students to order the sentence strips to tell the story in its correct sequence. (Option: Once you've done this activity, you might invite students to do the same thing. They can retell the events of a story in five simple sentences, each written on a separate strip of paper. Then each student shares the activity he/she created and a copy of the original story with another student, who gets to try the activity.)

Why is it news? Each day, newspaper editors around the world must make decisions about which stories they will publish. Stories make it into newspapers for many different reasons. Invite students to look at the stories that have made the front page of a local newspaper during the last few days and to talk about why each of those stories made headlines. Among the reasons students might come up with are:

- Timeliness—News that is happening right now, news of interest to readers right now.
- Relevance—The story happened nearby or is about a concern of local interest.
- Magnitude—The story is great in size or number; for example, a tornado that destroys a couple of houses might not make the news but a story about a tornado that devastates a community would be very newsworthy.
- Unexpectedness—something unusual or something that occurs without warning.
- Impact—News that will affect a large number of readers.
- Reference to someone famous or important—News about a prominent person or personality.
- Oddity—A unique or unusual situation.
- Conflict—A major struggle in the news.
- Reference to something negative—Bad news often "sells" better than good news.
- Continuity—A follow-up or continuation to a story that has been in the news or is familiar.
- Emotions—Emotions (such as fear, jealousy, love, or hate) increase interest in a story.
- Progress—News of new hope, new achievement, new improvements.

In the days ahead, study each front-page story and talk about why editors decided to put the story on page one. Which reason(s) on the students' list would explain the newsworthiness of the story?

Voice your opinion. Set up a tape recorder in a convenient location in the classroom. Pose to students an opinion question and let them think about it for a few days. When students are ready, they can take turns expressing their opinions to the recorder. This can be a little less threatening for some students than talking in front of a class would be. Later in the week, once all students have had a chance to express their opinions, you might begin a class discussion of the question by playing back the tape or by sharing select opinions that you cull from it.

Charting the weather. The weather page in the newspaper can be the starting point for many great classroom activities. The class might follow the local weather for a week or a month and create charts and graphs to show the ups and downs of temperatures. Or each student might follow the weather of a different city in the United States (or the world) for a set period. Students can use the collected information to compare weather (high and low temperatures, total precipitation, sky conditions, etc.) in different places.

Create historical newspapers. Challenge students to create a newspaper about a period of time they are studying. If students are studying U.S. history, they might include stories such as "Pilgrims and Indians Gather for Feast" and "Lincoln Wins Election." The stories relate the facts as students have researched them. Students should include each of the five Ws in their first paragraphs.

Plan a healthful menu. After a study of nutrition, invite students to plan a healthful menu for a day. Provide three paper plates for each student; each plate represents a different meal -- breakfast, lunch, and dinner. Invite students to find and cut out from newspapers, magazines, store ads, etc., pictures of foods and to arrange them into healthful meals on the three plates. Invite students to share the results, which will make a colorful and attractive bulletin board!

You be the editor. Rewrite a news story to include ten errors of punctuation, capitalization, or grammar. (Emphasize skills your students are working on in class wherever possible.) Invite students to "edit" your story free of errors!

There's Plenty of Math in the News Too!

Figuring an average. Students might collect classified "Homes for Sale" ads for ten homes in a given area or for homes of a given size (e.g., two-bedroom homes). Invite students to figure from those ads the average cost for a home. (Or students might figure the average rent for homes of similar characteristics from the "Apartments for Rent" section of the newspaper.)

More ad math. Invite each student to choose a job ad from the newspaper classifieds; the ad must include a yearly salary figure. (Teach students that the term "40K" often seen in job ads is short for \$40,000.) Invite students to figure from that salary figure the average monthly, weekly, daily (based on a 5-day week), and hourly (based on an 8-hour day) salary for that job.

Ad math #3. Provide a group of five ads from a local newspaper and the section of the paper that describes how much it costs to place an ad. Invite students to use the per-word or per-line cost information to figure out how much it cost to run each of the five ads.

Guess-timating! Provide each student with the copy of a news story. (Story length will vary depending on grade level.) Invite students to count the number of words in each of the first five lines of the story and to guess-timate, based on that figure, how many words long the whole story is. Older students might average the number of words in the first five lines

and consider half-lines and other elements of a story to come up with a more accurate figure. Let students share their estimates and how they arrived at them. Then inform students of the exact number of words in the story (which you have pre-counted). A prize goes to the winner!

Furnish a home! Invite students to use store ads to figure the cost of furnishing a home. You might provide a list of items for each of four rooms, including a living room, a kitchen, a dining room, and a bedroom. For example, living room furniture might include a couch and side chair, a coffee table, a television, and an air conditioner. Older students might also need to figure the cost of carpeting the living room! (Options: Provide students with a budget for furnishing a four-room home and let them set priorities for the furnishings they'll select. For older students, state and local sales taxes might be figured as part of the total cost.)

Source: http://www.educationworld.com/a_lesson/

News Links

National and International

World News—www.worldnews.com

Newseum—www.newseum.org/todaysfrontpages/

TIME/Glencoe Current Events—www.timeclassroom.com

Teaching Tolerance—www.tolerance.org/teach/current/

USA Today Snapshots—www.usatoday.com/snapshot/news/snapndex.htm

North Carolina Press Association—www.ncpress.com/ncnewspaperonline.html

Major NC Newspapers

Asheville News—<http://citizen-times.com/>

Carteret County—<http://www.venturenccoast.com/>

Chapel Hill—www.chapelhillnews.com/

Charlotte—www.charlotte.com/mld/observer/

Durham—www.herald-sun.com/

Fayetteville—www.fayettevillenc.com/

Greensboro—<http://triad.bizjournals.com/triad/>

Hickory—www.hickoryrecord.com/

Raleigh—www.news-observer.com/

Winston-Salem—www.journalnow.com

Local Newspapers

Check in your community for the local daily & weekly newspapers

Instructional Sites

Public Broadcasting Station—www.pbs.org/elections/kids/

TIME for Kids—www.timeforkids.com/TFK/

Scholastic—<http://teacher.scholastic.com/activities/election2004/>

C-Span—www.c-span.org/classroom/

Teachable Moment—www.teachablemoment.org/elementary.html

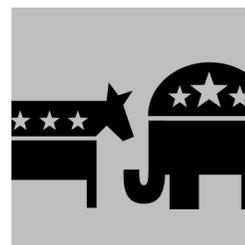
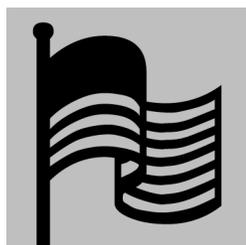
Kids Voting USA—www.kidsvotingusa.org

Atlas of US Presidential Elections—<http://uselectionatlas.org/>

National Student/parent Mock Election—<http://uselectionatlas.org/>

We the People: Project Citizen—www.civiced.org/index.php

Project Citizen



A Civic Education Project for Grades 5-8

Purpose

Project Citizen is a curricular program for upper elementary and middle grade students that promotes competent and responsible participation in local and state government. The program helps young people learn how to monitor and influence public policy. In the process, students develop support for democratic values and principles, tolerance, and feelings of political efficacy

Entire classes of students or members of youth organizations work cooperatively to identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution in the form of a public policy, and create a political action plan to enlist local or state authorities to adopt their proposed policy. Participants develop a portfolio of their work and present their project in a hearing showcase before a panel of civic-minded community members.

Process

Project Citizen focuses on the role of state and local governments in the U.S. federal system. The curriculum involves students or members of a youth organization, in a series of structured, cooperative learning activities that are guided by teachers, organization leaders, and adult volunteers. Working in four cooperative teams, the students learn to interact with their government through a five step process that includes

- identifying a problem in their community that requires a public policy solution
- gathering and evaluating information on the problem
- examining and evaluating alternative solutions
- developing a proposed public policy to address the problem
- developing an action plan to get their policy adopted by government

Students' work is displayed in a class portfolio containing a display section and a documentation section.

Simulated Hearings

Participating teachers and organizations are encouraged to hold a showcase hearing as the culminating activity for **Project Citizen**. Each of the four working groups prepares and presents a statement on its section of the portfolio before a panel of community representatives who act as legislative committee members. Each group then answers questions posed by the committee members. The format provides students an opportunity to demonstrate their knowledge and understanding of how public policy is formulated while providing teachers with an excellent means of assessing performance.

Every year, leaders of each state **Project Citizen** program designate one exemplary portfolio from their state to send to the annual **Project Citizen** state and National Showcase. This culminating event is held in conjunction with the annual staff meeting of the National Conference of State Legislatures (NCSL). State legislators, staff, and other adult volunteers from across the nation serve as evaluators, determining the level of achievement attained by each portfolio.

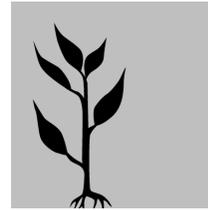
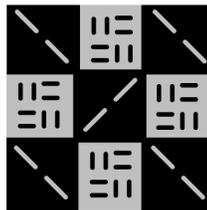
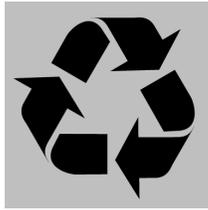
North Carolina Project Citizen District Coordinators 2004-2005

To attend a **Project Citizen** workshop in your area or to receive free class sets, contact State Coordinator, Joe Webb—jwebb2@ec.rr.com

DISTRICT	COORDINATOR	ADDRESS	PHONE	EMAIL	FAX
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1	Billie Lennon	East Carolina University College of Education Speight 104 Greenville, NC 27858	252-328-5416	lennonb@mail.ecu.edu donlen7@aol.com	252-328-2361
2	Susan Temple	1556 Old Halifax Road Zebulon, NC 27597	919-496-5187	sitemple@msn.com	919-497-4068
3	Barbara Snowden	154 Courthouse Road Currituck, NC 27929	252-232-2311	BarbaraBSnowden@earthlink.net	252-4530017
4	Tracey Greggs	NC Dept. Public Instruction 301 N Wilmington St. Raleigh NC 27601-2825	919-807-3836	tgreggs@dpi.state.nc.us	919-848-2090
5	Vacant				
6	Barbie Creech	919 Washington St. Cary, NC 27511	919-469-9335	Bcreech469@aol.com	
7	Doug Robertson	500 Golfers Lane Nashville, NC 27856	252-459-7230	Robertson_bd@yahoo.com	
8	Judy Harrelson	401Deweese Avenue Rockingham, NC 28379	910-997-5323	jkharrelson@hotmail.com	910-997-9816
9	Gene Dellinger	943 Osceola St. P.O. Box 1397 Gastonia NC 28053	704-866-6228	GeneDellinger@gaston.k12.nc.us	704-866-6175
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11	Ramona Bryson	207 Silas Sitton Drive Horse Shoe, NC 28742	828-891-4455	rowdy@bellsouth.net	828-891-8002
12	Ted Henson	2219 Delaney Drive Suite 112 Burlington, NC 27215	336-228-3736	henson@netpath.net	336-227-9678
13	Faye Beal	104 Summerwinds Dr. Cary, NC 27511	919-851-3114	fbeal@hotmail.com	

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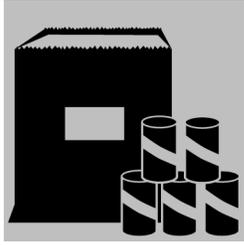
Class Projects



This section focuses on sample projects a teacher could use to engage students in community service.

Sample Class Project Ideas

PROJECT NAME	DESCRIPTION	INCLUDES
Food for Thought	This project involves students in hosting a hunger banquet.	Project overview, lessons for grades K-5, handouts for lessons, resource sheet
Recycling	This project involves implementing a recycling program.	Project overview, lessons for grades K-5, handouts for lessons, resource sheet
Classroom Quilts	This project involves making a class quilt to donate to charity.	Project overview, lessons for grades K-5, resource sheet
Special Needs	This project involves creating a buddy system to meet the needs of all learners.	Project overview, lessons for grades K-5, resource sheet
Grow It & Sow It	This project involves starting a food, flower or herb garden in which the grown products are donating to needy organizations.	Project overview, lessons for grades K-5



Food for Thought

SAMPLE PROJECT

Description

Host a “Hunger Banquet” for Parents and Community Members in order to donate food and raise awareness of hunger & homelessness

Goals National Council of Social Studies

- Social studies programs should include experiences that provide for the study of people, places, and environments.
- Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance
- Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Facts and Figures

- 31 million Americans are unsure of where their next meal will come from
- 39% are children under 18 years old
- 11% are seniors
- 45% white
- 35% African-American
- 17% Hispanic
- 62% female
- 39% of client households have one or more adults working
- 64% of client households have less than \$17,000 in annual income
- 45% choose between food and utilities
- 36% choose between food and paying the rent or mortgage
- 28% chose between medical care and food

(from America’s Second harvest Survey 2001)

Resources

See Website and Book Resource Sheet

Action Steps

To organize your “Hunger Banquet”...

- **Educate students on hunger issues in your community and North Carolina** Use the lesson ideas that follow to focus on your grade level’s citizenship goals.
- **Brainstorm ideas on how to distribute collected food** Research the local food distribution agencies in your community (You may use the website resource sheet). Decide as a class the best way to distribute the collected food after the “Hunger Banquet”
- **Select a date and advertise around your school and community** Allow students to advertise using flyers, posters, and maybe even local news media!
- **Have students prepare information to share with the attendees.** Students can create PowerPoint presentations, create simple children’s books to read about hunger, share mobile projects about hunger, explain posters or charts they have created including hunger facts, and create a quiz about hunger to give to guests.
- **Assign different roles for the banquet.** Some students will need to be at the door with collection bins keeping track of “admission tickets (donated canned food). Others will need to be ready to present their information about hunger. Some students will need to serve their North Carolina cookies (bake these a few days before the banquet and allow students to decorate the three regions with different physical features using icing and candies)
- **Enjoy the banquet** Enjoy educating parents and community members about hunger and the ways they can make a difference.
- **Sort and distribute collected food.** Have students sort, graph, and arrange to distribute the food collected from the banquet.
- **Have students write thank-you notes to those who attended the banquet.** Have students thank the people in their families and communities who came to the banquet.

Donation Ideas for food*

- Food Bank of NC
- Second Harvest Food Bank
- Inter-Faith Food Shuttle
- MANNA Food Bank

Evaluation

Ask students to evaluate the process of researching, planning, and hosting the “Hunger Banquet”. You may allow older students to use a free-write format. For younger students, generate a self-assessment for them to complete on how the event went as well as what they learned during the process.

Food For Thought

GRADES K-1 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
<p>Competency Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</p>	<p>Ask each student to draw or write in a sentence at least two things they would do to help someone who was hungry. As a class identify different character or citizenship traits that each answer shows.</p> <p>Have students brainstorm different leaders in their lives (parents, teachers, principals, police officers, etc..) and how those leaders help them. Lead a class discussion about who helps the people who are hungry and can't afford to buy any food. Have students then try to decide at least one way they could help hungry people (this is a great lead-in for the Hunger Banquet).</p>	<p>Choose one character or citizenship trait each week and have students identify one thing they could do to show that particular trait.</p> <p>Brainstorm one person in the school who might need a little extra help. This could be a teacher whose assistant is out, or the principal, or the media specialist who needs help sorting books, or even the custodian who needs help through encouragement. Have each student or group of students choose one thing they can do in the next few days to help that person.</p>
<p>Competency Goal 6: The learner will apply basic economic concepts to home, school, and the community.</p>	<p>Have student "work" around the classroom for one week making different crafts. For each "job" they do they earn a penny until all students have earned twenty pennies. Once each student has twenty pennies, the students can buy the crafts for themselves, family, or friends. Crafts are priced differently depending on the complexity of the craft. (For example, a tissue paper baby food jar candle holder would be more than a nature picture). Student may pay their money to buy the crafts.</p>	<p>Have a class discussion about why other people work. See if students are able to identify that people work in order to buy things they need and they want.</p>

	<p>Invite a local politician to your class to talk about different services that they provide. Usually a city council member or mayor isn't too busy to come and talk to your class.</p>	<p>After the official leaves, have students draw pictures and write sentences describing one thing that the government provides for citizens or people such as libraries, parks, trash collection and other services the official talks about when he/she visits.</p>
<p>Competency Goal 3: The learner will recognize and understand the concept of change in various settings.</p>	<p>Have each student bring in the oldest thing in their house. Have them share what it is, how it got there (saved for many generations, bought at an antique store, etc.), and whether or not it is still useful today.</p>	<p>After students see all of the different items, have them write four ways things in houses or families are different today than they were in the past. They can use ideas from their own items or from items other students shared.</p>

Food For Thought

GRADES K-1 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Read several books on table manners and eating to students. (See resource list for some possible ones to select). After reading, select two books and have students help list a few things that both books said about eating and table manners.	Have students choose another book and share two or three different things that book said about table manners and eating.
Writing		
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.	Students will write thank-you notes to different volunteers and people who attended the Hunger Banquet. Write the first thank-you note as a class deciding which sentence or sentences would be good to include.	Have students follow the example and write a second thank-you on their own to show they can follow the sentence pattern and grammar used in the first class letter.
Math		
Competency Goal 1: Number and Operations - The learner will read, write, and model whole numbers through 99 and compute with whole numbers.	After the Hunger Banquet, have students work together to sort and count the food collected. Students need to count and sort by groups of two, five, and ten if possible.	Have students write number sentences to describe how they counted a certain category of the food collected such as food in boxes or food in cans.

Food For Thought

GRADES 2-3 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
<p>Competency Goal 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</p>	<ul style="list-style-type: none"> • Before the lesson, make cups of snack (like small fruits or candies), but do not put the same amount of snack in each cup (Put a very small amount in about 1/3 of the cups, put a medium amount in 1/3 of the cups and put a large amount in 1/3 of the cups). • Pass out the snack. When the children have realized the difference in the snacks, ask: Should we share? Let the students come up with a way to equitably share the snack. • Explain the unfair distribution of food in countries, including the United States; also discuss the gap between the rich and the poor. 	<p>Have children brainstorm ways that they can help with the unfair distribution of food. Have each child write one way to help the hungry on a hand. You can display all the hands on a bulletin board titled "Hands that Serve."</p>
<p>Competency Goal 2: Learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.</p>	<p>Discuss with the children different citizen's roles in the communities (including agencies such as the homeless shelter and the soup kitchen). Lead children to understand that EVERY citizen has a role in the community when it comes to hunger.</p>	<p>Ask the children: What can one person do? Show the students a fruit with many seeds (like an apple, an orange, or a grapefruit). Take out the seeds and explain the difference between giving a hungry person the fruit (feeds them once) and giving them the seed (feeds them indefinitely). [You could even demonstrate the multiplying effect]. On a seed outline, have each child write something that he/she will do to help hunger and display the seeds.</p>

<p>Competency Goal 6: The learner will apply basic economic concepts to home, school, and the community.</p>	<p>Where does our food come from? Discuss with children where we get our food (grocery stores, gas stations, etc.) Also discuss where children could get food if they did not have any money (gardens, etc.).</p>	<p>Have the children complete the attached "Where does food come from?" sheet.</p>
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Food For Thought

GRADES 2-3 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed	Read a book about food (like Gregory, the Terrible Eater by Mitchell Sharmat). Discuss the importance of food and the benefits it gives us (strong bones, muscles, teeth, etc.).	Make a collage of pictures that shows the benefits that food gives us and title it "Why is food important?"
Writing		
Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.	Brainstorm a list of all the ways that students could help fight hunger in their community.	Have the students pick one of the brainstormed items and DO it (for a list to help you in the right direction, see "Ways kids can fight hunger" in the Hunger Hand-outs section
Math		
Competency Goal 2: Money	Tell students: 1.3 billion people live on less than a dollar a day. Tell students that they have \$1 for each person in their family.	What would they buy? (You may use the sheet titled "What would you buy?" in the Hunger Hand-outs section—You may have to give the students guidance with the math).

Food For Thought

GRADES 4-5 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
<p>Social Studies</p> <p>Competency Goal 5: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.</p>	<p>Using monopoly money, give each student an envelope containing ten twenty dollar bills. Tell them this is their money for the month. Let them know they owe money for housing (\$90-\$100), money for utilities (\$20-30), money for transportation (\$20-\$30), and the rest for food and supplies. Allow a few to pay you for rent, housing, and transportation, so they can spend the rest on food and supplies without trouble. Have others develop medical problems or have an injury that requires the rest of their money or get caught in a hurricane, fire, or other natural disaster that requires extra money. Discuss how often unexpected events can happen and cause a family to have no money left for food. Talk about how money can be spent, saved, or used to pay taxes.</p>	<p>Have students work in groups to develop a budget for a pretend family of five with a monthly income of \$400. Make sure they take into account unexpected events as well as regular monthly bills. Have them decide how much will be spent on taxes, spent on expenses, and saved for unexpected events.</p>

<p>Competency Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</p>	<p>Define export and import with students. Share with students the leading exports for North Carolina or the United States (depending on whether you work with 4th or 5th grade). Use the resource websites listed on the sheet if you don't know the leading exports. Ask students to write down everything they eat for the next two days. Once they have recorded their food intake, ask students if they think their food came from our state or our country. Together explore the website, "Whole World in Your Shopping Bag" (see website resources for address) to discover the countries producing some common groceries. Have students list these as imports.</p>	<p>Give students a list of fifteen to twenty agricultural products. Have students identify them as either imports or exports. Share results to see how well they did!</p>
<p>Competency Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</p>	<p>Break the class into several groups. Have students research ways the government helps the hungry citizens (food stamps, free-reduced lunch program, AFDC, etc.). Compare the government resources with the non-profit resources such as the gleaners, the food banks, the food kitchens, etc.. Have students select a different government agency or nonprofit group to learn how they help the hungry</p>	<p>Have students talk about what might happen if either the governmental agencies or nonprofit agencies stopped helping the hungry</p>

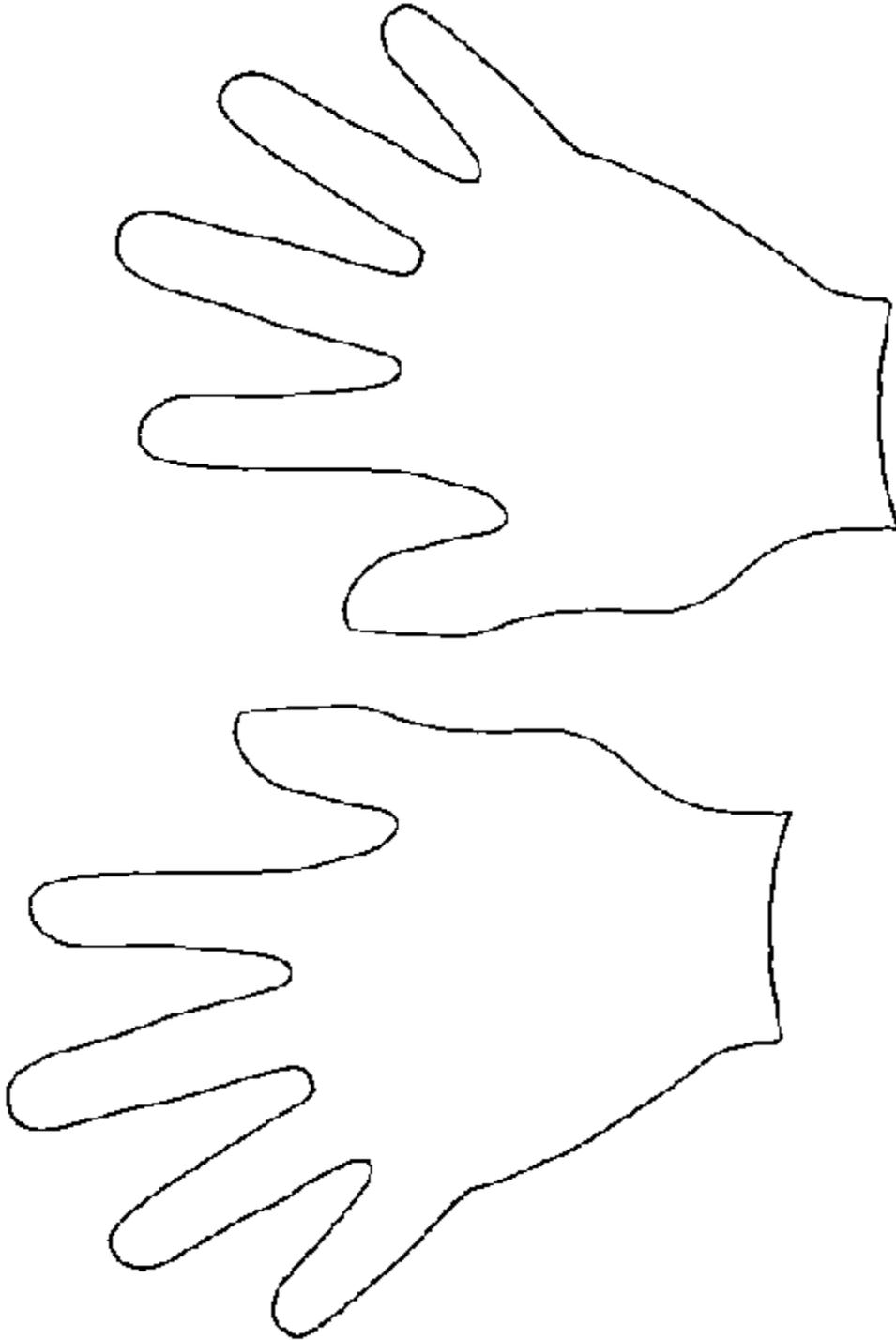
Food For Thought

GRADES 4-5 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	Share with students the poem "Poor" by Myra Cohn Livingston (see the resource sheet for a copy of the poem) Read the poem aloud and discuss the figurative language including metaphor and personification. Also discuss the overall mood and tone of the poem. Discuss how the hunger banquet relates to this poem.	Have students write their own metaphor for the concept of poor. Students may write in poetic stanza form or in regular paragraph form. Allow students the chance to share their metaphors with a partner or the entire class.
Writing		
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.	Have students write a dialogue between a poor, hungry person and a wealthy, full person. Prompt students to think about what the two individuals might say to one another if they met face to face. Students may work in pairs or may work alone.	Allow each individual or pair to share their dialogue with the class and explain why they decided to make the conversation go the way they wrote it. Discuss any similarities or differences in the dialogues after all have shared.
Math		
Competency Goal 4: Data Analysis and Probability - The learner will understand and use graphs, probability, and data analysis.	After your Hunger Banquet, have students graph the amount and type of food collected. They can arrange the food in categories and then select the best graph to use. Students may use an excel worksheet to create their graphs for a technology integration as well.	Have students compare their graphs and check them for label, titles, and accuracy of information. They might want to include a copy of their graph in their thank-you letters to those who attended the banquet.

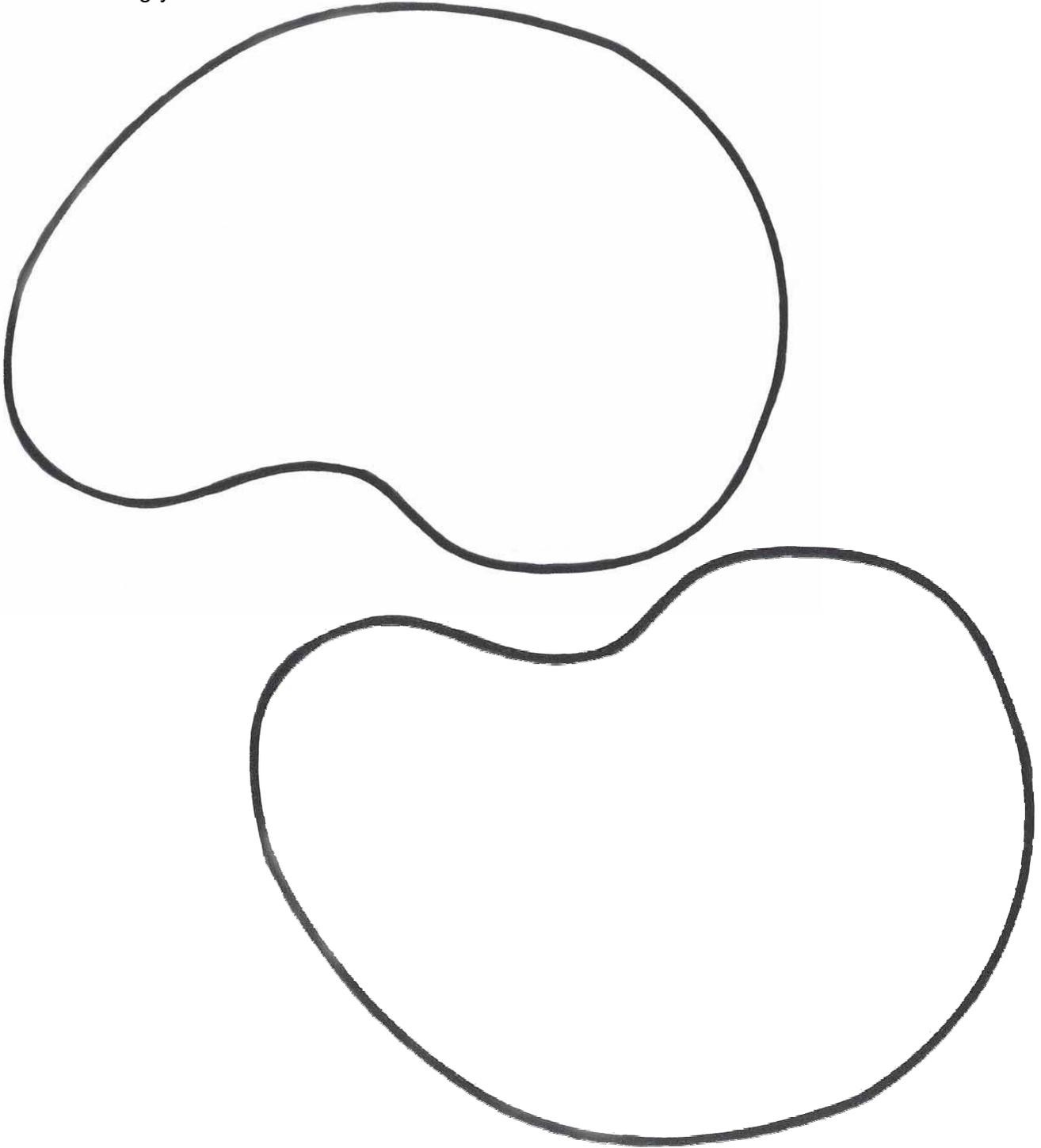
Hands that Serve

Directions: Write one way to help the hungry on each hand.



What can one person do?

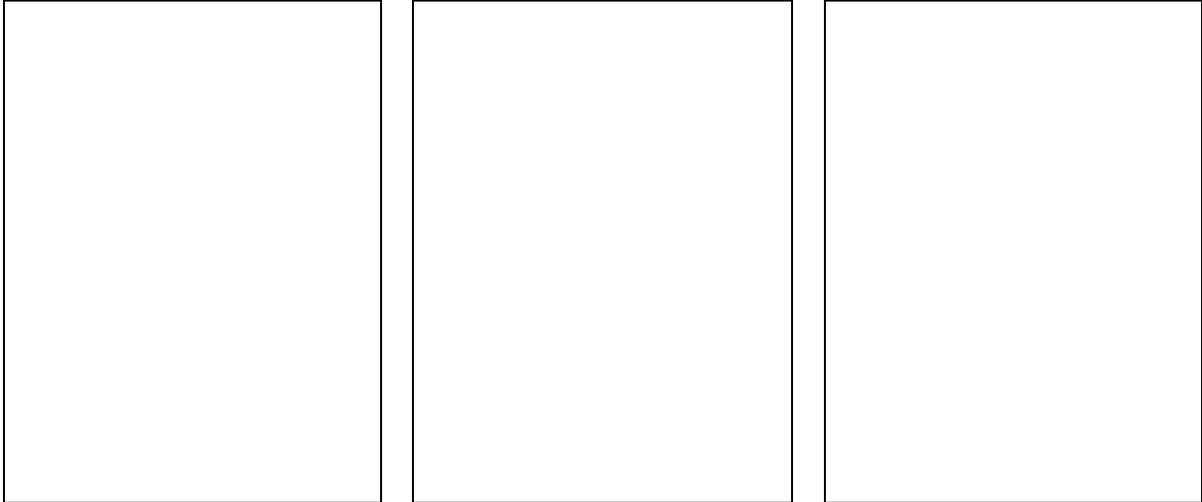
Directions: On each seed, write one thing that you could do to help people that are hungry.



Where does our food come from?

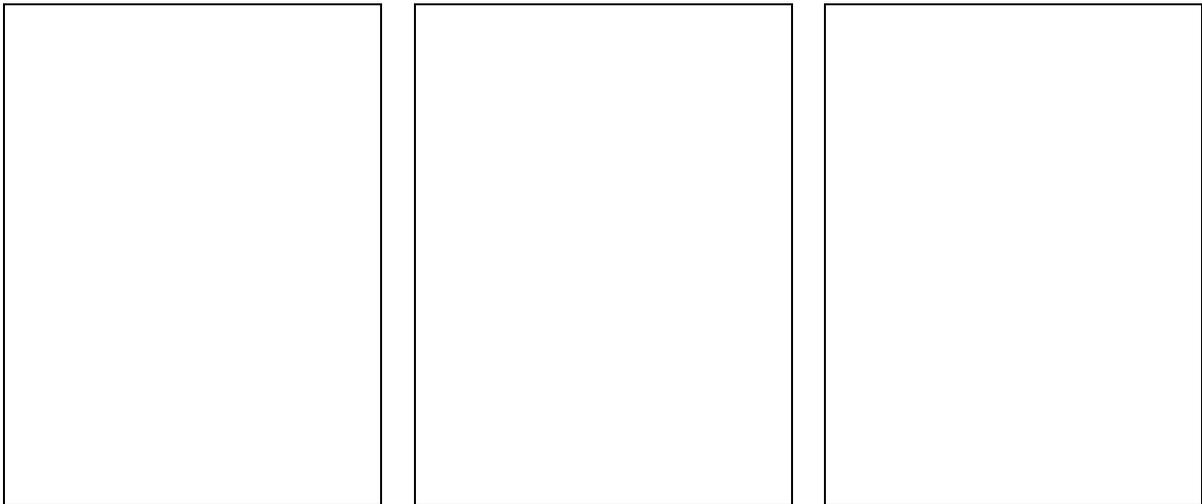
Directions: Write and draw 3 places your food comes from.

We get food by...



Now write and draw 3 MORE places where people could get food.

You can also get food by...



BONUS: Circle in red crayon the way to get food that you think costs the most money. Circle in blue crayon the way to get food that you think costs the least money.

Ways Kids Can Fight Hunger

- Create greeting cards or decorate grocery bags to donate to organizations that help the hungry.
- Write articles about hunger for the school newspaper.
- Create flyers or posters about hunger and post them at school or around town.
- Design a website about hunger.
- Hold an even where admission is a non-perishable item or donate admission money to a local anti-hunger organization.
- Write a poem or play or draw a picture that shows how to take action against hunger.
- Host a nutritious scavenger hunt or food drive. Create a list of nutritious canned and dry food to collect/look for. Donate foods to an organization that helps the hungry.
- Celebrate the 100th day of school by hosting a food drive to collect more than 100 food items for a local anti-hunger organization.
- Compile a book or brochure of healthy recipes and distribute to a local food pantry.

What would you buy?

1.3 billion people live on less than a dollar a day.

You get **\$1** to buy your food for breakfast, lunch, dinner and any snacks.

Apple	20¢	Gum	15¢	Carrots	10¢	Milk	30¢
Lollipops	10¢	Orange	15¢	Egg	5¢	Bread	50¢
Peanut Butter	50¢	Jelly	20¢	Chips	45¢	Nuts	30¢
Ham	45¢	Cheese	10¢	Soda	30¢	Green Beans	25¢

What would you buy? Make your list here.

How much money would you have left?

WORKSPACE

BONUS: Use the above food list to write your menu for breakfast, lunch, and dinner on this day!
You can use the back of this page.

Food For Thought

RESOURCE SHEET

Websites

Whole World in Your Shopping Bag http://www.amnh.org/nationalcenter/it_takes_all_kinds/

North Carolina's exports

<http://www.fas.usda.gov/info/factsheets/WTO/states/nc.pdf>

Specific information on North Carolina Exports and Imports

<http://www.sba.gov/oit/statereports/NC-Fb-EPSweb.pdf>

Gleaners Community Food Bank: gives information on food distribution

<http://www.gcfb.org/kids.html>

Children's Book Resources

Books for the lesson on table manners (K-1):

Pass the peas, please : a book of manners by Dina Anastasio

Berenstain Bears forgot their manners by Stan and Jan Berenstain

Perfect pigs : an introduction to manners by Marc Brown and Stephen Krensky.

Dinner's Ready! A pig's book of table manners by Jane Gedye

Poem for 4-5 Reading Lesson

Poor

I have heard of poor.
It means hungry, no food,
No shoes, no place to live.
Nothing good.

It means winter nights
And being cold.
It is lonely, alone,
Feeling old.

Poor is a tired face.
Poor is thin.
Poor is standing outside
Looking in.

— Myra Cohn Livingston



Recycling

SAMPLE PROJECT

Description

Implement a recycling program.

Goals National Council of Social Studies

- Social studies programs should include experiences that provide for the study of people, places, and environments.
- Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance
- Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Facts and Figures

Find facts at www.co.ba.md.us/Agencies/publicworks/recycling/recyclfact.html

You can also view a pie chart of what's in America's trash at www.epa.gov/epaoswer/nonhw/reduce/catbook/what.htm

Resources

Recycling Center

Action Steps

To implement your recycling program...

- Educate students on citizenship and recycling. Use the lesson ideas that follow to focus on your grade level's citizenship goals.
- Contact a local recycling center. Find out if they will pick up the recycling and when they have pick up. Also, find out what materials they accept and how to prepare materials for pick up (wash, remove lids, etc.)

- Have a speaker from a local recycling center visit the students.
- Come up with a plan for a recycling program. Issues to consider include:
 - class or school or community-wide
 - Sorting the recyclables?
 - Curbside pick-up available or own transportation
 - recycling bins/receptacles location
 - informing others
- Get materials for recycling. You will need recycling bins. You will also need a central location to store the recycling bins/receptacles. Is there anything else you will need?
- Inform others of your recycling program. Make brochures or posters to inform others of what you recycle and when the recycling pick up is.
- Begin your recycling program. Be sure to evaluate on a regular basis to ensure its success!

Other Options for helping the environment

- Create a composting site for your school.
- Plan an earth day celebration to plant trees and pick up trash.
- Pick up trash around your school or community.

Evaluation

- Did the learner show a concern for the use and abuse of the environment?
- Did the learner come up with possible solutions to the global issue of environment?

Recycling

GRADES K-1 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
The learner will recognize and understand the concept of change in various settings.	Using pictures and words, make a list of changes that can occur in the community, especially focusing on human-environment interaction.	Give each child a sheet of drawing paper and have them fold it in half. Students will draw pictures and label to show a community picture before and after; the picture can show a good change (a city street that has been cleaned up) or a bad change (a river that has been polluted).
The learner will explain different celebrated holidays and special days in communities.	Discuss the celebration of Earth Day. http://www.kidsdomain.com/holiday/earthday/history.html	Have children draw and write sentences about Earth Day answering these questions: Who? What? When? Where? Why?
Identify symbols associated with holidays and special days.	Discuss common symbols that people see for Earth Day (such as the recycling sign or a picture of the Earth). Explain that these are symbols that stand for something—ask the children what they think they stand for.	Have each student create a NEW symbol of Earth Day. The student draws or colors the symbol and then presents it to the class, telling what it stands for (the student or teacher may write what it stands for as well).

Recycling

GRADES K-1 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Read <i>Where does the Garbage Go?</i> by Paul Showers. Give each child a real piece of garbage or use the garbage clip art found in the resources section.	On a notecard, have each child draw a picture of where his/her piece of garbage goes. Display the notecards on a bulletin board that shows that different garbage goes to different places (recycling plant, compost, landfill, etc).
Writing		
The learner will apply strategies and skills to create oral, written, and visual texts	Read <i>Recycle Every Day!</i> by Nancy Elizabeth Wallace. Discuss the poster contest; tell the students that you are going to have your own poster contest.	Have each student create an Earth Day/Save the Earth/Recycling poster using pictures and words.
Math		
Sort a set of objects in one or more ways.	<ul style="list-style-type: none"> Read the coloring book pages found at www.greenvalley.com/coloring/colorme1.html Discuss the sorting that they kids do in the book. How do they sort the trash? Why do they sort the trash? 	Let students sort trash, based on what it is made of (paper, plastic, or aluminum).

Recycling

GRADES 2-3 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Identify and describe attributes of responsible citizenship	Make a list of things that a responsible citizen does	Group/sort the attributes to create a list of attributes that a responsible citizen has and how they demonstrate that citizenship (you could use a graphic organizer like a Tree Map to organize this information).
Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments./Explain how citizen participation can impact changes within a community.	Focus on the attributes of a responsible citizen that deal with the environment (include in your discussion recycling, reducing, reusing, and composting).	Have the children complete a cause and effect chart, like the one included in the resource section (Responsible Citizen Cause and Effect).
Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.	Discuss some common situations about the environment (you may use the "Trashy Situations in the resource section). Identify responsible courses of action and consequences of irresponsible behavior. You may display in a chart that shows the responsible and irresponsible actions.	Have the children write and act out/draw their own situations with responsible courses of actions

Recycling

GRADES 2-3 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Read the book located at www.lawrencekidsrecycle.org.book.html	Have the students complete cause and effect maps (can you use the one included in the resource section).
Writing		
The learner will apply strategies and skills to create oral, written, and visual texts.	<ul style="list-style-type: none"> • Make a list of all the materials that students will need to start their own recycling program at school. • Make a list of places (businesses and people) where students could get materials; find addresses. 	Have students write letters requesting materials (such as bins) and a central location for the bins.
Math		
Estimate and measure weight.	Collect trash to be recycled. May be sorted by type of trash (plastic/glass/paper) OR sorted by grade level/class.	Weigh the trash to the nearest pound. Record and display results on a graph.

Recycling

GRADES 4-5 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
<p>Competency Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.</p>	<p>List the following natural resources on the board (fresh water, aluminum, oil, coal, corn, cotton & cotton seed oil, wheat, gold, fish, and wool). Define natural resource with the class. Sort the resources into renewable and non-renewable resources. Have students add others to the class list. Discuss ways to conserve the non-renewable resources.</p>	<p>Have students make their own list of natural resources they use each day. Have them label each resource as renewable or non-renewable.</p>
	<p>Choose one natural resource (either renewable or nonrenewable) to focus on as a class. Have students write a "What if..." paragraph or story describing life without that natural resource (non-renewable) or with that natural resource in scarce supply (renewable). Be sure to choose a natural resource that personally impacts students' lives. Have students share with the class and then at home with their parents.</p>	<p>Have students choose a different natural resource as the focus for a children's picture book for younger students. Have students write and illustrate a book for students in grades K-3. Send groups of students to lower grade classrooms to share their stories about resources and the importance of conserving resources.</p>

<p>Competency Goal 2: The learner will analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</p>	<p>Have students research using the internet as well as interviewing local government departments to see who is in charge of recycling materials in their community. Use the websites from the resource page as a good starting point. After students have researched the role that the government plays in recycling and conserving, have them write the role the citizens need to play in recycling and conserving. They can break the citizen roles into appropriate age groups such as kids, teens, adults, and elderly citizens. Have students work together to create a graphic organizer showing both the citizens' and government's role in recycling and conserving. As an extension, students can turn the organizer they create into a colorful poster to help educate other students in the school about recycling and conserving.</p>	<p>Have students write a one page reflective "journal entry" in which they do both a self-assessment of their own conserving and recycling as well as an assessment of how they think their family is doing, their school is doing, and their community is doing with both recycling and conserving.</p>
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Recycling

GRADES 4-5 LESSONS

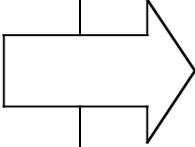
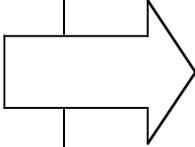
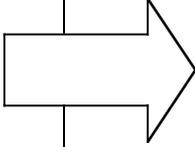
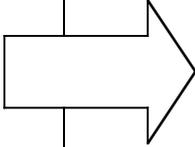
GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	Share with students <i>Just A Dream</i> by Chris Van Allsburg. After reading it aloud, have students work in pairs to come up with ten ways the world benefits from our recycling. Have a class discussion as student pairs share their answers.	Have students write and perform simple skits demonstrating one of the benefits of recycling from the story.
Writing		
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.	Write a class letter as a shared writing. The class is pretending to live on earth in the year 2050. Have them write in the letter any resources that are scarce, any things they wished people would have recycled, and how the earth has been either preserved or damaged since the year 2000.	Have student individually respond back to the letter explaining the steps they are taking to ensure that the earth is preserved in the year 2050 and that resources haven't been wasted.
Math		
Competency Goal 4: Data Analysis and Probability - The learner will understand and use graphs, probability, and data analysis.	Collect data on your recycling progress. Use the recycling bins to calculate the total volume of paper recycled weekly or monthly. Use measurement conversions to calculate the total volume based on the dimensions of the bins as well. After collecting data for several months, graph the paper recycled in a bar graph. Have students find the average amount recycled each month based on the mean. Have them also find	Have students compare the amount of paper recycled in their own class with that of a first grade class. Who recycles more each month? Why do they predict this to be the case?

	the range of the recycled paper. As a class, make predictions about why more paper might be recycled during certain months (i.e. Dec. and June because students are more likely to clean out desks, etc...)	
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Clean Up Your Act! (and Environment)

Directions: Read Clean Up Your Act! (And Environment) at <http://www.lawrencekidsrecycle.org/book.html>

Next, read about the things that you can do to clean up the environment.
Then, write how that helps the environment.

I can...	Which will...
Recycle paper.	
Recycle motor oil.	
Use less pesticides and fertilizer.	
Bring my own reusable grocery bag to the store.	

Trashy Situations

Directions: Read the following situations and decide how you would act as a responsible citizen. Don't forget to tell why.

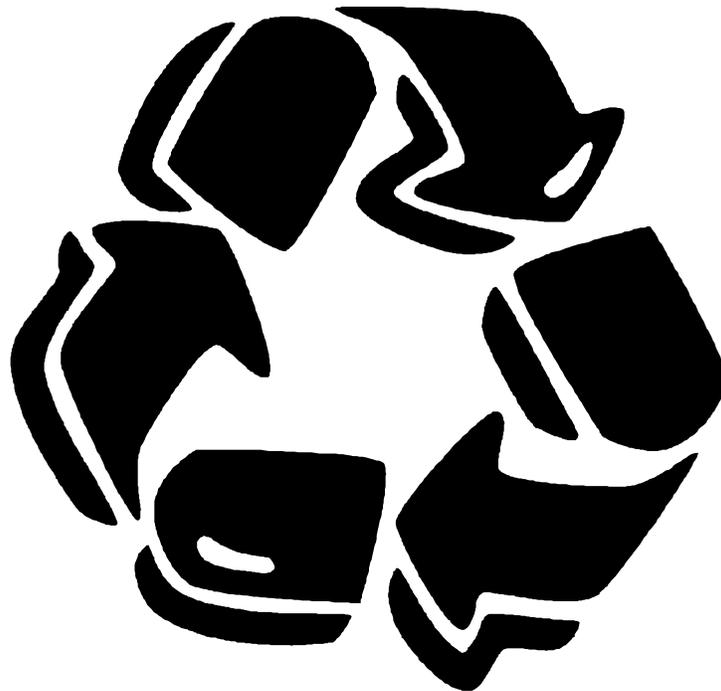
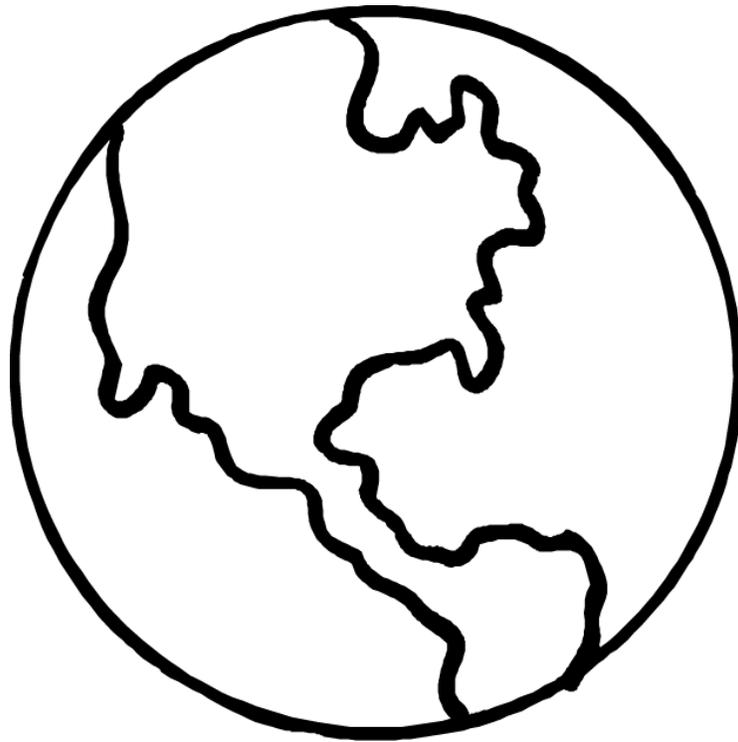
<p>Bob is washing his hands at the sink. He leaves the water running while he washing his hands and even while he throws his paper towel away. What should you do?</p>	<p>Ann just finished her crackers and a soda. She throws the soda can in the trash. What should you do?</p>
<p>Your dad packs you a healthy snack every day in a brown paper bag. Each day, you throw the bag away and he gives you a new one. What should you do?</p>	<p>Your teacher has just finished passing out the math test. She has 4 extra copies and she throws them in the trash. What should you do?</p>
<p>Your class just ate some apples and they threw all of the cores in the trash. What can you do?</p>	<p>You are with your mom at the grocery store and you want some yummy pudding. They have a big tub of pudding or the individual cups. What should you buy?</p>

Responsible Citizen Cause and Effect

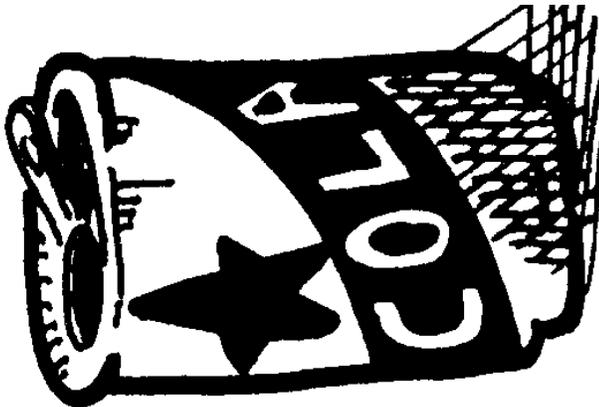
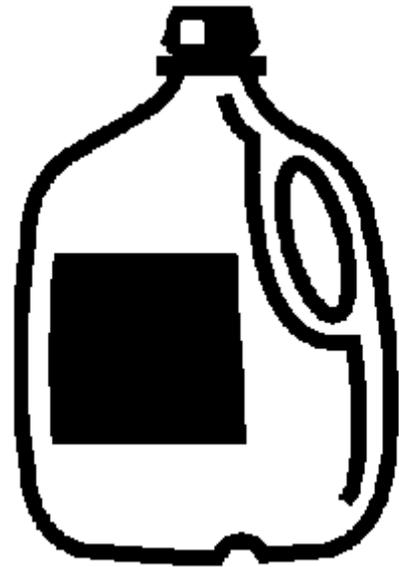
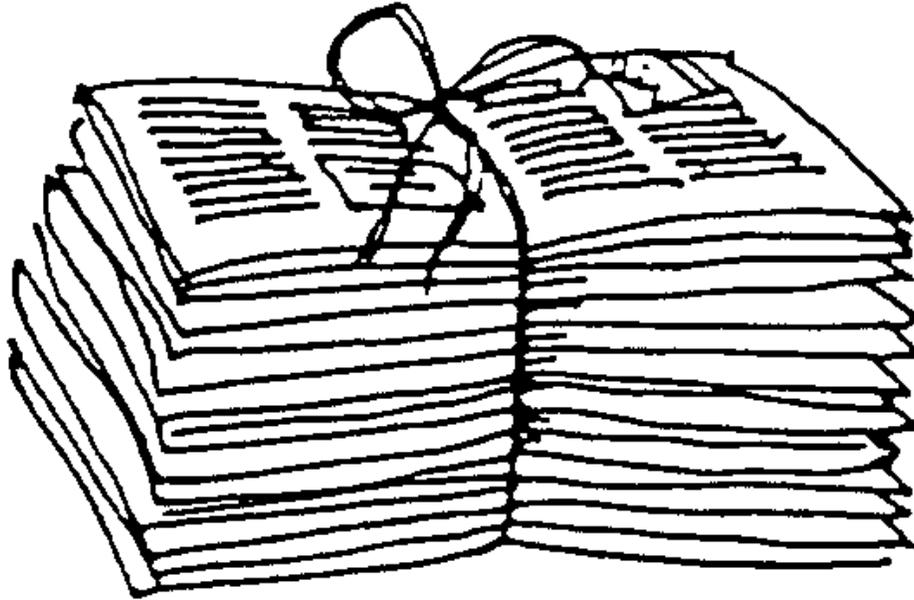
Directions: Fill in the chart by telling what a responsible citizen does to help the environment. Then, tell what effect that action has. The first one has been done for you.

A responsible citizen...	So...
Recycles her empty soda cans.	There is less trash in the landfill.

Earth Day Symbols



Garbage Clip Art



Recycling

RESOURCES

Books

Pollution by Janine Amos

Waste and Recycling by Janine Amos

Recycling by Rhonda Lucas Donald

Recycle! A Handbook for Kids by Gail Gibbons

The Great Trash Bash by Loreen Leedy

Landfill by Angela Leeper

Recycle That! by Fay Robinson

Here Comes the Recycling Truck by Meyer Seltzer, Judith Matthews (editor)

Where Does the Garbage Go? by Paul Showers

Recycled! by Robert Stecker

Recycle Every Day! by Nancy Elizabeth Wallace

Websites

www.epa.gov/kids/

www.epa.gov/recyclecity

www.kidsrecycle.org/index.php

www.lawrencekidsrecycle.org/

www.kidsdomain.com/games/earthday.html

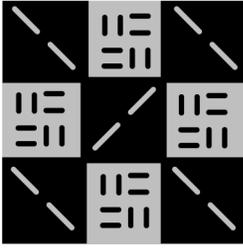
www.greenvalley.com/coloring/colorme1.html

www.earth911.org

northcarolina.earth911.org

www.recycleroom.org

www.isri.org/kids-teachers.htm



Classroom Quilts

SAMPLE PROJECT

Description

Create a quilt that will be donated to a local homeless shelter*.

Goals National Council of Social Studies

- Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
- Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Facts and Figures

Facts are from the NC Department of Health and Human Services, Office of Economic Opportunity

- 13 percent or 830,000 people in North Carolina live in poverty according to the 1990 census. A significant number of these people are employed but their wages are not enough to cover basic food, clothing and shelter needs.
- North Carolina ranks 42nd in the nation in total population without a high school diploma with 30 percent of the State's residents being in that category.
- 9 percent of those served or 1,395 persons had no source of income.
- 56 percent or 7,006 households were headed by a single female parent,
- 70 percent of those served were families with incomes below \$6,970,
- 74 percent of the participant head of households were 18 to 59 years old,
- 60 percent of the families served were black,
- 36 percent were white.
- 51 percent of household heads or 6,791 persons had not finished high school,

- Over 5600 homeless families were served during the period. Of the 17,024 people in homeless families served, 97 percent were women and children.
- 80 percent of the 10,907 homeless children served were between the ages of one and twelve.
- Leading causes of homelessness reported by homeless people or by the ESG grantees serving them from July 1, 1999 –June 30, 2000 included unemployment/underemployment, alcohol, substance abuse, mental illness, eviction, domestic violence/sexual assault, release from prison, child abuse and neglect, parental/child conflict, natural disaster and HIV/AIDS.

Resources

- Homeless shelters
- Battered Women & Children Homes

Action Steps

To create your quilt for the homeless...

- **Educate students on citizenship and homelessness.** Use the lesson ideas that follow to focus on your grade level's citizenship goals.
- **Contact a local homeless shelter.** Inform local shelters your school is interested in creating a quilt for their organization.
- **Get materials for the quilt.** You'll need material scraps (including students outgrown clothing, old bedsheets, old comforters), crochet cotton, large "student-friendly" needles, needle threaders, and scissors. Solicit donations of supplies from parents and local quilting stores/groups. (You could have a material/scrap drive per classroom with each classroom collecting material centered around a theme.)
- **Design the top of the quilt.** Have students either chose an existing pattern or create their own pattern.
- **Invite volunteers for creating the quilt.** Invite parents, community, and school members to help students create the quilt. Parents and community members can help by donating supplies, planning, and creating the quilt!
- **Make the quilt.** You may use the step-by-step directions listed on one of the website resources.
- **Arrange for presentation of the quilt.** Invite a representative from the homeless shelter to come into your classroom, so that you may present the quilt.

Other Options for Quilt Donation*

- My Brothers' Keeper

- Project Linus
- Newborns in Need
- Tiny Miracles
- Quilts from Caring Hands
- ABC Quilt Project
- Stitching Hope

(See the resource sheet for websites to each of the organizations listed above)

Evaluation

Ask students to evaluate the process of researching, planning, and creating a quilt for the homeless. You may allow older students to use a free-write format. For younger students, generate a self-assessment for them to complete on how the event went as well as what they learned during the process. The class could even come up with a survey to give to volunteers to see what worked best and what could be improved when including volunteers!

Classroom Quilts

GRADES K-1 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Competency Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.	As a class, use “democratic decision-making” to select a pattern for the design of the top of the quilt (existing or original).	Were the students able to decide democratically on a pattern? Did they reach the decision in a friendly and fair manner?
	Brainstorm common classroom problems and come up with possible solutions.	Choose 1 problem. Draw/Write/Dictate the problem on _ of a paper quilt square. On the other _ of the paper quilt square, draw/write/dictate the solution.
	Work together as a class to create a series of classroom citizenship paper quilts. For example, in the center of square 1, write the word integrity; around the outside of the square, draw pictures and write words that show integrity.	Sort pictures by character trait: <ul style="list-style-type: none"> • Looks like integrity/does not look like integrity • Looks like responsibility/does not look like responsibility
Competency Goal 6: The learner will apply basic economic concepts to home, school, and the community.	Discuss the differences between wants and needs as a class. Use a class chart with patterned sentences “I want _____. (Name)” Complete sentences as a class, focusing on the idea of wants. Then, use a second class chart with patterned sentences “I need _____. (Name)”	Give each student 1 “I want...” sentence and 1 “I need...” sentence, with each word cut apart. Have the student put the parts of sentences back in order to form the two original sentences (to show that they know the difference between the want and the need).
	Discuss goods and services. Create a diary of the school day, using words and pictures on chart paper (focus on the goods and services a child sees throughout the day, such as food from the cafeteria and library books).	For each entry in the diary, have the students stand if it's a service, put their head on their desk if it's a good.

<p>Competency Goal 1: The learner will investigate/analyze how individuals, families, and groups are similar and different.</p>	<p>Have each student create a paper quilt square that shows a picture of the child's face, the student's family, home, wants and groups to which it belongs (family, class, school, church, neighborhood, and teams). Assemble the completed student squares into a quilt.</p>	<p>Analyze the quilt as a class, using a discussion format. How many people are in each family? What are the different roles that people in a family have? What are the different groups? What are some differences/similarities in homes? How do our wants compare?</p>
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Classroom Quilts

GRADES 2-3 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Competency Goal: The learner will apply basic economic concepts/principles within communities.	<p>Have each child draw/label a type of employment that people do to earn an income in his/her community. Discuss goods and services.</p> <p>Demonstrate scarcity in the classroom. For example, give fake coins for students to “buy” pencils. What happens when the pencil supply is low and/or the demand is high?</p> <p>Discuss needs and wants. What are needs/necessities (make a list)? Relate the need for money to pay for needs (necessities). What happens when you don't have the money to pay for necessities? (i.e. homelessness)</p> <p>Make a paper quilt of qualities of good citizens or people who made a difference in the community (famous Americans).</p> <p>Have each child make a paper quilt (4-9 quilt squares) for his/her family; each quilt square will depict a member of the family performing a role.</p>	<p>Sort employment by goods and services. (Can display as a paper quilt).</p>
		Have students brainstorm other solutions to not having money to pay for necessities.
Competency Goal 1: The learner will identify, characterize, and exhibit qualities of good citizenship.		Did each student create a quilt square that showed a quality of a good citizen or a person who made a difference in the community? Can the student defend his/her choice?
Competency Goal: The learner will identify/analyze multiple roles that individuals perform in families.		Does the quilt show each family member contributing to the family in some way? Does at least one family member contribute to the family in more than one way?

Classroom Quilts

GRADES 2-3 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Objective: identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.	Make a quilt of favorite book characters/events.	Use the quilt to compare and contrast the characters.
Writing		
Objective 4.09 Produce work that follows the conventions of particular genres, e.g. personal narrative , short report, friendly letter, directions, and instruction.	<ul style="list-style-type: none"> • Write letters to invite volunteers to help create the quilt. • Write letters to invite people to come to the presentation of the quilt. • Write requests to get materials for the quilts. 	Did the student use the appropriate format for a letter?
Math		
Competency Goal 2: The learner will recognize, understand, and use basic geometric properties.	Have each child design a quilt top, using patterns, symmetry, congruence, geometrical shapes, and/or fractions. Measure materials in inches.	Did the student utilize pattern, symmetry, congruence, geometry, and/or fractions to create a quilt top? Did the student measure quilt materials accurately?
Competency Goal 4: The learner will demonstrate an understanding of data collection, display, and interpretation.	Have the students vote for their favorite quilt top; graph the results.	Discuss the results of the graph. Which quilt top was the favorite and why?
Objective 4.06 Construct and use time lines to display sequences of events (Grade 3).	Create a class timeline for completing the quilt.	Share the timeline with the homeless shelter.

Classroom Quilts

GRADES 4-5 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
<p>Competency Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs. (Grade 4)</p>	<p>Have students write down different things of which they are citizens. For example, they are citizens of the school, town or city, county, and North Carolina as well as the United States. Discuss the qualities that make them a citizen of the various places. Discuss people who live temporarily in another place and why they are not considered to be citizens.</p>	<p>Have the students write "Where Am I a Citizen?" puzzles for others to guess if they are or are not citizens of various places. For example, a student might write, "I was born in Wake County and my parents pay taxes. My parents were born in Canada. Where I am a Citizen?" The answers could be Wake County, North Carolina, and the United States.</p>
	<p>Have students sort index cards with the various rights and responsibilities of citizenship. You might write the following on each index card as rights of citizenship: public libraries, roads, trash collection, recycling service, landfill sites, water treatment, public schools, voting, and public parks. You might write the following on index cards as responsibilities of citizenship: voting, paying taxes, recycling materials, staying informed about government, volunteering in the community. See if the class correctly sorts the cards into the two groups: rights and responsibilities.</p>	<p>Have students choose one of the rights of citizenship and one of the responsibilities of citizenship and write a paragraph telling how the right and responsibility has impacted their life. For example, a student might write about how he has participated in Kid's Voting during a recent election (responsibility) and how he has used checked out several books from the public library since he was young (right). See if students can make a personal connection with their citizenship.</p>
	<p>Use a graphic organizer to explain the governing bodies at various levels including local, state and national (fifth grade). Explain the differences in services provided at each level. Invite a representative of each level to be a guest speaker or be on a panel discussion for your class. You might select a local council or board member or mayor, a state legislator, and a federal congressman.</p>	<p>Have students prepare three questions each before the guest speakers visit. Each question should pertain either to the rights of citizenship provided by the government, or the responsibilities of citizenship at the various levels. Use the questions to both assess students understanding of citizenship and to prepare for the speakers' visits.</p>

<p>Competency Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation. (Grade 4)</p>	<p>Ask students to brainstorm what they have done with any allowance or gift money they have received recently. Introduce the three categories of spending, saving, and paying taxes. Have students use highlighters to show which of the things they wrote down represent saving, spending, or paying taxes. If they do not highlight any for paying taxes, ask them where they bought their items. Ask them what the price tag said versus what they paid to the cashier when they checked out. Explain that they paid a sales tax on anything they bought in North Carolina. Now have them sort their own money habits into a three column sheet for spending, saving, and paying taxes.</p>	<p>Have students interview a friend from another class and record how their friend used money recently. Have students highlight and show which part of their friend's money was spent, saved, or used to pay taxes.</p>
<p>Competency Goal 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources. (Grade 5)</p>	<p>Introduce the term-nonprofit to your students. Explain that nonprofit groups try to provide a service or help in areas the government has been able to do as much. Have students classify each several organizations as "profit" or "nonprofit" Some examples are Red Cross, versus Red Hat software, Toys for Tots versus Toys R Us, My Brother's Keeper Quilt Project versus the Quilt Cottage Retailer, Humane Society versus PetSmart. Once they have sorted them, have students pair up to explain a service or need the nonprofit groups have provided because the government could not.</p>	<p>Give each student a category such as homeless, hunger, child care, animal care, etc.. Have them write one government service provided that relates to the category, one nonprofit group that relates to the category, and one profit group that relates to the category. For example, with the category children, the government service could be the Headstart program, the nonprofit could be PTA, and the profit could be a local daycare such as Buttons and Bows.</p>

Classroom Quilts

GRADES 4-5 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	Use the resource list of books related to quilting and read aloud two of the books. Then as a class complete a Venn Diagram comparing the story elements (characters, setting, plot, theme, and main idea) of the two books.	Have students read another two books from the list and independently complete a Venn Diagram comparing the story elements of each.
Writing		
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.	Choose one of the quilting books provided in the resource section and read aloud to the students. (A book which has a quilt passed down through many generations such as <i>The Keeping Quilt</i> would work well) Review point of view with students and then have students rewrite the story as if told from the quilt's point of view.	Have students match statements related to the story you read with whose point of view they represent. For example, one statement might be, "I was thrilled that my daughter was able to use the quilt at her wedding as well." The quilt viewpoint, however, might be, "Oh my, this is the third wedding I have been featured in for this family. I am so honored they continue to use me with each generation."
Math		
Competency Goal 1: Number and Operations - The learner will read, write, model, and compute with non-negative rational numbers.	Give each student one square of construction paper (I recommend a 12 inch square). Allow them to use an assortment of other construction paper colors that have been cut into typical tangram pieces (square, small, medium, and large triangle, and a parallelogram). Let them use the tangram pieces to create a construction paper quilt square. Once finished, have students figure out the fraction of the whole square that single color represents. For example, for their square they may have one-fourth of the entire square done in red.	Have students work to figure out the rest of the colors and what fraction of the whole square they represent.

Classroom Quilts

RESOURCE SHEET

Website Resources

My Brothers' Keeper: This website gives the history of this quilting project as well as the step-by-step instructions on making and "ugly quilt" with a group.

<http://www.reese.org/sharon/uglyquilt.htm>

Project Linus: This group makes blankets and quilts of all sizes for children who are sick or have been through a tragedy and are in need of comfort. <http://www.projectlinus.org/>

Newborns in Need: This organization asks you to follow a pattern and make a quilt for a needy newborn. <http://www.newbornsinneed.org/>

Tiny Miracles: This organization makes quilts for premature babies and donates them to area hospitals. <http://members.aol.com/bukulu/>

Quilts from Caring Hands: Distributes quilts to children at-risk such as foster children, children who are victims of fire, etc... <http://www.quiltsfromcaringhands.com/>

ABC Quilt Project: Distributes quilts to at-risk babies such as HIV babies, premature babies, etc... <http://abcquilts.org/home.html>

Stitching Hope: This organization works with battered women and children to provide quilts as well as to teach them sewing skills. <http://www.endhomelessnessnow.org/sh.htm>

Children's Book Resources

Possible books for the 4-5 reading lesson:

Bourgeois, Paulette. (2001). *Oma's Quilt*. Tonawanda, New York: Kids Can Press, Ltd.

Coerr, Eleanor. (1986). *The Josephina Story Quilt*. New York, New York: HarperCollins Publishers.

Dwyer, Mindy. (2000). *Quilt of Dreams*. Singapore: Alaska Northwest Books.

Flournoy, Valerie. (1985). *The Patchwork Quilt*. New York, New York: Dial Books for young Readers.

Franco, Betsy. (1999). *Grandpa's Quilt*. New York, New York: Children's Press.

Good, Merle. (1999). *Reuben and the Quilt*. Intercourse, PA: Good Books.

Guback, Georgia. (1994). *Luka's Quilt*. New York: Greenwillow Books.

Hopkinson, Deborah. (1993). *Sweet Clara and the Freedom Quilt*. New York, New York: Alfred A. Knopf, Inc.

- Hopkinson, Deborah. (2001). *Under the Quilt of the Night*. New York, New York: Atheneum Books For Young Readers.
- Johnston, Tony. (1985). *The Quilt Story*. New York: G.P.Putnam's Sons.
- Jonas, Ann. (1984). *The Quilt*. New York: Greenwillow Books.
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Special Needs

SAMPLE PROJECT

Description

Devise a buddy system with students who need special attention

Goals National Council of Social Studies

- Social studies programs should include experiences that provide for the study of people, places, and environments.
- Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance
- Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Facts and Figures

Children have different learning styles. Teachers, therefore, are continually searching for innovative ways to help all students learn.

Resources

- Students
- Websites for students with special needs

Action Steps

To provide a learning environment that meets the needs of all students...

- **Identify students who have special needs and match them with a buddy**
Teachers should be sensitive to each individual student when pairing them. Select lessons that can be used with the buddy system Teachers work together to plan lessons that met the SCOS

- **Provide a buddy activity that supports learning for all students** Teachers plan activities that support the learning of each student
- **Gather needed resources and materials for the lesson**
- **Design activities to enhance the lessons** Teachers should select activities such as game playing, artistic projects, and presentations that are fun and creative to enhance the lessons.

Other options for book donation

- Reading Buddies
- Learning Buddies
- Project Buddies
- Fieldtrip Buddies
- Character Education Buddies

Evaluation

Ask students to evaluate the buddy system. Have them explain why they think the buddy system helped or hindered their own learning as well as the learning of their buddy.

Special Needs

GRADES K-2 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Competency Goal 1: The learner will investigate how individuals, families and groups are similar and different.	<p>Individuals draw pictures of self on construction paper. Working with a buddy, each glues his/her picture in the center of a poster sized double bubble map. Together they compare and contrast ways they are alike and different.</p> <p>Each child creates a family portrait and labels the members. Using classifying and sorting as a skill, the teacher sorts to students in a variety of ways. Ex: siblings, step-parents, only child, etc.</p>	Students accurately recognize similarities and differences in each other. (buddies)
	Use various attributes to sort groups of students (glasses, no glasses, short sleeves, long sleeves, boys, girls, tennis shoes, dress shoes). Have students identify what makes these groups unique. Using some of the groups' attributes, have buddies work together to make big books of opposites describing how groups can be alike and different. Ex: Some kids wear glasses. Some kids don't wear glasses. (with pictures)	Students are able to recognize how their families are alike and different.
	Students create a family tree. The trunk is made from construction paper with the family's last name on it. The leaves are cut out handprints that are labeled with each family member's name. Buddies compare their family trees and display them side-by-side. Using sentence strips buddies write a sentence telling one way their family is alike and another sentence strip telling how the families are different.	The Big Books depict similarities and differences among groups of students.
		Students' sentence strips depict an understanding of how their families are alike and how they are different.

<p>Competency Goal 2: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</p>	<p>The teacher will create Citizen Teams (Citizenship) in her classroom. The Citizens Teams would be given specific jobs in which they are responsible each week. The jobs would rotate weekly and would be carried out with buddies/partners. Example of jobs may include washing the lunchroom tables, picking up trash that is on the classroom floor, keeping the classroom library orderly, passing out papers, feeding class pets, etc.</p> <p>In a group/whole class setting, brainstorm on a large circle map all of the ways to be a good citizen. Class will create a Citizenship Big Book. Each buddy team will be responsible for writing and illustrating one page of the book.</p> <p>As a class discuss common classroom problems and various solutions.</p> <p>Each buddy team is given a common classroom problem. They have to work together to figure out a possible solution and role-play it in front of the class.</p> <p>As a class discuss how the students and their families have changed. For example, new brothers or sisters, being able to ride a bike, read, write, draw better, etc.</p> <p>Students list all the things they can think of that have changed for them. The buddies compare their lists and then add a list of what they think will change in the future.</p> <p>Teacher reads a book set in the past, such as <i>Dance At Grandpa's</i> by Laura Ingalls-Wilder. Students make a double bubble map to evaluate how their lives are different or similar from the family in the book.</p> <p>Buddies create maps using clay, small boxes or other 3D materials, of their bedrooms, house, neighborhoods, classroom, etc. to share with each other.</p>	<p>The Citizen Teams will recognize they are being responsible citizens in the classroom, school, and their environment.</p> <p>The Big Books depict an understanding of good citizenship.</p> <p>Are the students able to recognize common classroom problems?</p> <p>Did the students' presentation exhibit qualities of responsible citizenship?</p>
<p>Competency Goal 3: The learner will recognize and understand the concept of change in various settings.</p>		
<p>Competency Goal 5: The learner will express basic geographic concepts in real life situations.</p>		<p>Bubble maps should include things like the family in the book traveled by horse and buggy and they travel by car, the house had candles for light and a fireplace for heat and they have electric lights and furnaces.</p> <p>Check the maps for basic understanding of geographic concepts.</p>

	Students identify natural resources and/or human resources in their community and how they help the community. They create pictures to display at school, in community centers, local government offices, etc.	
Competency Goal 6: The learner will apply basic economic concepts to home, school and the community.	Work in partners to cut out pictures from magazines to create bubble maps to show wants and needs.	Bubble maps depict an understanding of the differences between goods and services.
	Set up a class store (supermarket) and assign jobs to students to role-play and to be able to participate in a goods/services situation. "Customers" have play money. Persuasive salesmen are always effective teachers too!	Participants demonstrate an understanding of the difference between goods and services.
	Students create posters to sell a product that is needed at home or school. Students will use persuasive writing as well as adjectives to complete this assignment.	Posters depict products that are needs.
Competency Goal 7: The learner will recognize how technology is used at home, school, and the community.	Individuals create lists of all the technology used at home including media, forms of communication, transportation, computers, and other electronic devices.	Lists show an understanding of technology.
	Buddies share their lists to compare how they are alike and how they are different.	
	Students cut out pictures or draw pictures of technology and then sort them into the categories of media, communication, transportation, computers, and electronic devices.	Pictures sorted into the correct categories.

Special Needs

GRADES K-2 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Students will read books about children with special needs, such as: <i>My Sister is Crazy</i> and share with their buddy.	Student was able to read independently with fluency and comprehension.
Writing		
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.	Students will create stories, plays, or poems about children with special needs and how to interact in a friendly, kind way.	Written pieces demonstrate an understanding of good citizenship.
Math		
Competency Goal 3: The learner will demonstrate an understanding of classification and patterning.	Buddy teams will sort a group of objects by their own rules. They will share with the class how and why they sorted the objects as they did.	Students will be able to explain the reasoning behind their sort.

Special Needs

GRADES 3-5 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Competency Goal 1: The learner will apply the five themes of geography to North Carolina and its people.	Students create 3 dimensional landform maps that include the major landforms, bodies of water, and natural resources found in NC. (4 th grade), US maps (5 th grade).	Check landform maps for accuracy.
	Students make a collage of the physical and cultural characteristics of the regions in NC (4 th grade) US (5 th grade) and share with their buddies.	
	On a map of NC (4 th grade) US (5 th grade) locate areas such as large cities, re4creation areas, industrial areas, and farming areas and discuss the influences the location has on life in those areas.	Monitor discussions.
	Students study the different areas of NC (4 th grade) US (5 th grade) and create a product map of each area.	Product maps exhibit an understanding of the different geographic areas of NC.
Competency Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.	Research the American Indians in NC past and present and create posters that compare and contrast the similarities and differences of then and now. (4 th grade). 5 th grade research and create a newspaper that describes the various ethnic groups and their contribution to the United States.	Posters and newspaper pages exhibit an understanding of the import role of ethnic groups.
Competency Goal 3: The learner will trace the history of colonization in North Carolina and evaluate its significance for diverse people's ideas. (4 th grade)	Create time lines to show changes of living over time, ways people, goods, and ideas moved in the past and their movement today.	

	Present a play explaining the Lost Colony and its importance in the settlement of NC.	Presentations depict an understanding of the importance of the Lost Colony
Competency Goal 5: The learner will examine the impact of various cultural groups on North Carolina.	Research traditional art, music, and craft forms in North Carolina and create an original piece.	Artwork exhibits an understanding of traditional forms.
Competency Goal 6: The learner will evaluate how North Carolinians apply basic economic principals with the community, state, and nation.	Create a tree map showing North Carolina's resources as natural, human, or capital. (4 th grade) 5 th grade's tree map would include the US and neighboring countries.	Tree maps display an understanding of the differences in the resources.
	5 th grade create a series of pictures showing the movement of people, goods, and ideas in the US.	Pictures display an understanding of how the changes have affected ways of living in the US.
	Use a map to compare and contrast art, music, and craft forms in the US with Canada, Mexico, and selected countries in Central America. (5 th grade)	
	Students role-play the relationship between specialization and interdependence (4 th grade)	Role-plays demonstrate an understanding of the relationship between specialization and interdependence.
Competency Goal 7: The learner will recognize how technology influences change within North Carolina.	Create time lines to show the history of technology in NC. (4 th grade). 5 th grade compare and contrast the changes that technology has brought to the US to its impact on Canada, Mexico, and Central America.	Accurate information is displayed on the time line.
	Students "invent" items they predict will be future trends in technology (5 th grade)	

Special Needs

GRADES 3-5 LESSONS

GOALS AND OBJECTIVES	ACTIVITIES	ASSESSMENT
Reading		
Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.	<p>The teacher reads a book that examines the importance of ethnic groups in the development of North Carolina (4th grade) US (5th grade). An example might be one of Ann McGovern's <i>If You Lived With the ...</i> series.</p> <p>Students make connections from the text to their previous experiences, information and ideas.</p> <p>Students seek additional information by reading additional books, asking questions, and consulting other sources including fiction, non-fiction, drama and the Internet.</p>	Students are able to summarize major points from the text.
Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology (5 th grade)	<p>Students will conduct research from a variety of resources to examine the various roles ethnic groups have played in the development of the US and its neighboring countries.</p> <p>Students write a play and present the information in a clear and concise manner. I would suggest the students consider a comedy to maintain the interest of their buddies.</p>	Written and oral presentation demonstrate an understanding of the important role of ethnic groups to the development of the US.
Writing		
Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts. (Grades 4 & 5)	Students will create an "Investigation" relating to major landforms, bodies of water, and natural resources in NC (4 th grade) and the US (5 th grade). The "Investigation" will include a double-page layout, a brief investigation of the topic, a conscious effort to use the features of	

	<p>informational texts such as captions, titles, and boldface headings, charts, close-ups, cross-sections, diagrams, etc. The text is concise and tells important information on the topic. (from <i>Make It Real</i> by Linda Hoyt)</p>	
Math		
<p>Competency Goal 4: The learner will demonstrate an understanding and use of graphing, probability, and data analysis.</p>	<p>Students will collect, organize, and display data on responsible citizenship. It might include what they consider responsible citizenship or ways they are responsible citizens.</p>	<p>Graphs display an understanding of graphing and responsible citizenship.</p>

Special Needs

RESOURCES

Bibliography

The Don't Give Up Kid Jeanne Gehret

My Sister is Special Larry Jansen

Different and Alike Nancy P. McConnell

Kids Explore the Gifts of Children with Special Needs Westridge Young
Writers Workshop

Josh Carolina Janover

The Boy on the Bus Diana Loski

Caleb Finds a Friend Paul Hart

My Friend Emily Susanne M. Swanson

My Brother Matthew Mary Thompson

Joey and Sam Illana Katz & Edward Ritvo

My Brother is Different Nancy Paris

Views from our Shoes Donald Myer

Kids Like Me Constance H. Foster

Nobody Likes Me Raoul Krischanitz

Sometimes I Talk, Sometimes I Sign Dr. Anne McIntosh

Websites

www.cec.sped.org

www.cast.org



Grow It & Sow It

SAMPLE PROJECT

Description

Develop a garden for children to maintain and harvest

Goals National Council of Social Studies

- Social studies programs should include experiences that provide for the study of people, places, and environments.
- Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance
- Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Resources

- Local garden centers
- 4H clubs
- Botanical centers
- Local organizations such as churches, nursing homes, schools that have an area or space for planting in the ground or in a pot.

Action Steps

To begin this living garden...

- **Locate a piece of land either near the school or on the school property (or choose an area for a “pot” container garden)** Have students research the responsible party for the land and request its use for the garden. Check any zoning with the city or town before moving forward.
- **Contact a local charity, shelter, or church organization** See if the food, flowers, or herbs harvested could be used by another charity or organization.

- **Set up a plan for planting the area** You will need parent volunteers to help cultivate and mark off areas of the garden
- **Help students choose what will be planted** Use the information obtained from researching the resources to see which plants will grow heartily in your area.
- **Design a schedule for watering, tilling, and weeding** Students should be responsible for maintaining the garden on schedule during school.
- **Arrange for summer maintenance of the garden** Some of the students may like to take this project on as a special service project.
- **Set up a plan for harvesting the specific food, flowers, or herbs**

Other options for Food/Flower Donation

- Nursing homes
- Local school or preschool
- Homeless shelter
- Local charity serving food

Evaluation

Ask students to evaluate the effectiveness of their garden. Have them offer suggestions about what might make the garden even better.

Grow it & Sow It

GRADES K-2 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Competency Goal 5: The learner will express geographic concepts in real life situations.	Students can learn about how plants grow. They can learn how to plant specific plants or vegetables and decide on one to plant.	Students will start out with planting seeds and follow through in nurturing them until they are hardy enough to transplant outside in the garden. Students will be able to monitor the changes.
	Students can create a flip book showing the different stages of plant growth.	The children will understand the life process of plants.
	Students can cut out pictures from magazines of the stages of plant growth.	Sort pictures by character stage and make a collage of the four stages of the plant life cycle.
Competency Goal 1: The learner will analyze how individuals, families, and groups are similar and different.	Students can be given a variety of different seeds to compare. Using hand lens students can characterize the seeds into groups and identify the type of seeds using a teacher made chart.	Students will be able to identify the different types of seeds.

Grow it & Sow It

GRADES 3-5 LESSONS

GOALS	ACTIVITIES	ASSESSMENT
Social Studies		
Competency Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.	Children can learn about how food is processed in factories and plants. Take a field trip to a local factory or food processing company.	Students will understand the multiple roles that individuals perform in the production of food.
	Children can select a plant and find out how and where it grows in the United States.	Written reports can be presented
Competency Goal 5: The learner will apply basic economic principles to the study of communities.	Introduce the Food Pyramid. Have students chart the food groups and different types of food in each group.	Students will be able to identify the basic food groups and be able to plan a balanced diet.
Competency Goal 6: The learner will recognize how technology is used at home, school and in the community.	With parent or assistant help, make a recipe of jam or jelly with the students seeing the process involved in making it. Students then can discuss different products and how they are made or manufactured.	Students will understand the processes involved in producing food.

Touring the State Capitol Activities



Every spring bus loads of fourth grade students, teachers, and parent chaperones assemble on Blount Street in Raleigh to visit the Capitol Grounds. This section is to provide activities to better prepare and engage students before, during, and after their tour to this historic city.



The State Capitol

FIRST FLOOR OF THE CAPITOL

Rotunda

The centerpiece of this area is the copy of Antonio Canova's statue of George Washington, which had been displayed in the original State House. Canova sought to honor—even glorify—Washington by depicting him in the uniform of a Roman general with tunic, tightly-fitting body armor, and short cape fastened at the shoulder. The hair style is that of a Roman officer. The seated Washington is shown with a pen (stylus) in his hand, writing on a tablet (in Italian) the first words of his farewell address as president.

Around the rotunda are several plaques and busts that honor important people and significant events in North Carolina's history:

In Memory of Virginia Dare—Born on August 18, 1587, Virginia Dare was the first child born to English-speaking parents in the colonies. She was the daughter of Ananias and Eleanor Dare, and granddaughter of John White. She was born in John White's colony on Roanoke Island, which later became known as the "Lost Colony."

In Honor of the Women Who Participated in the Edenton Tea Party—On October 25, 1774, 51 women met in Edenton, North Carolina, and declared they would not participate in the buying (or consumption) of tea or wear articles of "British Manufactures." This meeting has been called the "earliest known instance of political activity on the part of women in the American colonies."

In Commemoration of the Mecklenberg Declaration of Independence and the Twenty-Seven Signers—On May 20, 1775, a significant meeting was held in Mecklenberg County declaring the people "free and independent. . . and acts of the King Null and Void." Though the date of the meeting is found on our state flag and the state seal, the document is not officially recognized by the state of North Carolina.

Three Signers of the Constitution from North Carolina—William Blount, a merchant planter and businessman; Richard Dobbs Spaight, a wealthy planter; and Hugh



The North Carolina State Capitol, completed in 1840, is one of the finest and best-preserved examples of a major civic building in the Greek Revival style of architecture. The State Capitol building is a National Historic Landmark.

Williamson, a physician and spokesman for the North Carolina delegation. The Constitution was ratified by North Carolina in 1789.

Three Signers of the Declaration of Independence from North

Carolina—Joseph Hewes, a merchant and businessman; William Hooper, a lawyer and Harvard graduate; and John Penn, a lawyer.

Bust of Samuel Johnston—Governor from 1787 to 1789, he then became the first United States senator from North Carolina.

Bust of William A. Graham—Governor from 1845 to 1849, and later a United States senator. He was nominee for vice president in 1852 with Winfred Scott from the Whig Party. He served as Secretary of the Navy under President Millard Fillmore.

Bust of John Motley Morehead—Governor from 1841 to 1845, he was the first governor to serve in the Capitol for a full term. He is known for his emphasis on railroads, public schools, and better care for the blind, deaf, and insane.

Bust of Matt Whitaker Ransom—United States senator from 1872 to 1895 and minister to Mexico from 1895 to 1897. He attained the rank of brigadier general during the Civil War. He also served in the N.C. House of Commons and as the state's attorney general.

Southwest Suite (Governor's Office)

Since 1840 these rooms have served as the offices of North Carolina's governor. The furnishings of this office are of the 1840-1865 period. The massive 1850s-style armchairs were crafted by hand, as well as the pier table, believed to be crafted by the free black artisan, Thomas Day of Caswell County. Nineteenth-century style window hangings suspended from gilded wooden rods and a fine Wilton weave reproduction carpet, featuring classical motifs, complement the office furnishings. On occasion, the governor's office is opened for viewing.

Southeast Suite

This room originally was assigned to the state treasurer but was shared by the treasurer and comptroller from 1843 to 1865. The room nearer the rotunda was used by the treasurer until 1971. The suite is now occupied by the governor's staff. These rooms are not open for touring.



Northwest Suite

This suite was used by the auditor and secretary of state from 1840 to 1888, and served as the auditor's office from 1888 until 1958. It is now occupied by the governor's staff. These rooms are not open for touring.

Northeast Suite

This suite functioned as the office of the comptroller from 1840 to 1843, and the Supreme Court chambers from 1843 to 1888. The secretary of state then occupied this suite from 1888 until 1989. It now serves as offices for the lieutenant governor. On occasion, the lieutenant governor's office is open for viewing.

SECOND FLOOR OF THE CAPITOL

House of Representatives Chamber

This room served the 120-member House of Representatives (called the House of Commons until 1868) from 1840 to 1961. The semicircular plan is based on the design of a Grecian amphitheater. Local carpenters made the podiums in the front of the chamber, and local cabinetmaker William Thompson made all the desks for the House and Senate Chambers. At the south end of the chamber are offices that were used by the Speaker of the House and principal clerk of the House. The Thomas Sully portrait of George Washington (ca. 1818), which hangs above the Speaker's podium, is a copy of the Gilbert Stuart "Lansdowne" portrait. This painting was saved from the State House fire of 1831. The original 84-candle brass chandelier was lowered each day by a pulley to change the candles. The late-nineteenth-century brass and copper chandelier that now hangs in the House also lowers on that same pulley in order to change the light bulbs. Records indicate that the original 1840 window shades were decorated with painted Grecian borders, so the reproduction window shades mimic the decorative plaster designs in the room. The building originally was heated by 28 fireplaces, four of which are in this room. Carpet was installed in 1854 to make the chambers more comfortable. The blue curtains located behind the speakers' podiums in both chambers were added to block the drafts that came in from the windows behind them. Both the carpet and the curtains are reproductions.



Senate Chamber

This room served the 50-member Senate until 1961, and resembles a Grecian temple in the Ionic style. The Senate has many features similar to those of the House chamber. The two rooms at the north end of the chamber were originally the offices of the Speaker and the principal clerk of the Senate. However, the Senate has two additional rooms at the south end of the chamber that served as committee rooms. The podiums at the front are slightly smaller than those in the House and originally seated the



Speaker of the Senate who is now known as the President of the Senate (i.e., lieutenant governor). There appear to be public galleries on all four sides of this chamber. In fact only three sides contain functional balcony seats. The entablature above the columns on the north side was added for balance since the fireplace arrangement did not allow access to this area. The window shades feature laurel wreaths, a symbol of victory and honor. The lithograph print of the original Canova statue of Washington hangs to the right of the podiums. This print features the only known interior view of the 1794-1796 State House.

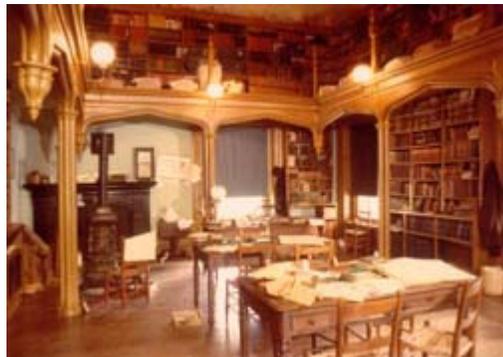
West Hall Committee Room

This room served as a joint committee room for the House and Senate. After the Civil War it briefly served as the "Third House," the Capitol keeper's office, a snack room, and a post office.

THIRD FLOOR OF THE CAPITOL

State Library Room

The State Library was located in this room from 1840 until 1888. The room was completed in the Gothic style in 1842, when the staircase, gallery, and shelves were added to hold the growing collection of books and papers. The collection began with more than 2,000 volumes and grew to nearly 40,000 volumes. It was open only to state officials until 1845, when policies were eased and the general public was admitted. By 1859 the State Library had outgrown its small, cramped room and was spilling its contents into other offices of the Capitol, including the building's closets. In the late 1880s the State Library moved to a larger building and is now housed in its third location since leaving the Capitol—the Archives and History/State Library Building on Jones Street. This room's 1856-1857 appearance has been re-created based on information contained in legislative papers and other records in the State Archives.



State Geologist's Office

This room was occupied by the Supreme Court from 1840 to 1843, before the court relocated to the northeast suite on the first floor for convenience. Afterward, the State Geologist's Office—with its "Cabinet of Minerals" display—occupied the room from 1856 to 1865. The state geologist, Dr. Ebenezer Emmons, conducted a geological survey to determine the commercial and agricultural value



of minerals and plants native to North Carolina. In glass cabinets, he displayed specimens from the Piedmont counties, including soil, seeds, rocks, and mineral samples. In 1858 a Gothic gallery was added to expand the collection, but it is likely that the cabinets were actually used to store the overflow of books from the State Library. In April 1865 Union troops occupied Raleigh, and General Sherman's troops rifled the mineral collection. In 1866, the remnants of the collection were donated to the University of North Carolina, and by 1868 the mineral cases were removed from the room. After the Civil War, the room housed the office of the superintendent of public instruction and was used for various legislative functions until 1961. The restoration of this room to its 1858-1859 appearance is based on historical documentation and reflects its use by the geologist and legislative clerks, and as an additional reading room of the State Library.

THE GROUNDS

Statues and Monuments on Union Square

Over the last century, numerous statues and monuments have been erected on the Square memorializing people and events in the history of North Carolina. The collection on Union Square consists of fourteen monuments, most of them bronze on stone bases. The following are brief descriptions of each:



- **Presidents North Carolina Gave the Nation**—This work honors the three presidents born in North Carolina: Andrew Jackson of Union County, seventh president of the United States (1829-1837); James Knox Polk of Mecklenberg County, eleventh president of the United States (1845-1849); and Andrew Johnson of Wake County, seventeenth president of the United States (1865-1869). Although North Carolina claims all three presidents as native sons, all were elected while residents of Tennessee.
- **Charles Duncan McIver**—Dr. McIver was a renowned promoter of education in North Carolina in the late nineteenth and early twentieth centuries. He is remembered as the founder and the first president of the State Normal and Industrial School for Women (now The University of North Carolina at Greensboro).
- **Zebulon Baird Vance**—A native of Buncombe County, Vance was one of this state's most popular political figures during the Civil War. He helped organize state troops for the Confederacy and was promoted to full colonel shortly before his election as governor in 1862. He again served as governor from 1877 to 1879 and was a United States senator from 1879 until his death in 1894.
- **George Washington**—This bronze statue is one of six cast by William J. Hubbard of Richmond, Virginia, from a mold of Houdon's *Washington* which stands in the Capitol



in Richmond, Virginia. It was intended to replace the destroyed Canova statue. Unveiled on July 4, 1857, it was the first statue placed on the grounds.

- **Charles Brantley Aycock**—Known as the "education governor," Aycock was responsible for beginning the public school system existing today in North Carolina. It is said that one new school was opened for nearly every day of his term, 1901-1905.
- **Women of the Confederacy**—The Women of the Confederacy monument was a gift to the state by Confederate veteran Col. Ashley Horne, and was unveiled in June 1914. It was the wish of Colonel Horne to recognize the suffering and hardship faced by women during this tragic period in our nation's history.
- **Wildcat Division Memorial**—A simple stone marker honors North Carolina men of the U.S. Army's 81st Division (nicknamed "Wildcat Division" because of its ferocious and unyielding spirit) who took part in the Meuse-Argonne offensive in France during World War I.
- **Worth Bagley**—Born in Raleigh in 1874, Ensign Bagley was the first American naval officer killed in the Spanish-American War. Bagley, the executive officer of the torpedo ship U.S.S. *Winslow*, was killed May 11, 1898; by a shell from Spanish shore batteries at Cardenas Bay, Cuba.
- **Confederate Monument**—This monument is in remembrance of North Carolina's Confederate dead (nearly one quarter of all Confederate deaths were from North Carolina). The three statues on the monument represent Confederate infantry, cavalry, and artillery soldiers. The inscription, "First at Bethel - Last at Appomatox," represents the forwardness and tenacity of North Carolina's soldiers during the Civil War.
- **Samuel A'Court Ashe**—This tablet is a tribute to Captain Ashe who, as a captain in the Confederate Army, took part in the defense of Fort Wagner, S.C. He later served as a legislator, newspaper editor, and historian.
- **Henry Lawson Wyatt**—Wyatt, from Edgecombe County, was the first Confederate soldier to die in battle in the Civil War. A private in the Confederate Army, he was killed at the Battle of Big Bethel in Virginia on June 10, 1861, as his brigade attacked Union troops.
- **North Carolina Veteran's Monument**—This monument honors the veterans of the state who served in World Wars I and II and the Korean War. The base features scenes and lists major battles from each of the wars, and atop granite shaft stands Lady Liberty holding a palm frond to symbolize peace and victory. The flags of each of the armed services fly at the rear of the monument.
- **Old Hickory Highway Marker**—This granite marker commemorates North Carolina's soldiers of the U.S. Army's 30th "Old Hickory" Division, who fought and died to break the Hindenberg Line in France during World War I.



- **Vietnam Veteran's Memorial**—Entitled "After the Firefight," this memorial honors the more than 206,000 men and women of the state who served in Vietnam. The monument depicts two soldiers carrying a wounded comrade to a nearby landing zone to await medical help. This monument is unique in that it is the first to be sculpted by a woman, and the first to depict an African American.



Be A Capitol Detective

Detective's Oath: I will move quietly around the Capitol Square and use my eyes to search the facts and clues. Since all of my questions will be answered from the walkways, I will not walk on the plantings around the monuments nor climb the monuments.

Your Mission: The year is 2200. You have traveled back in time and are now in the year 1992. You know that it's the bicentennial year for the capitol of the state, Raleigh, North Carolina. You also know that bicentennial means 200 and you are curious about the state's first 200 years. If you can answer the following questions, you can find out a lot about the history of the state and better understand the people of this time period. By looking around you figure out the following: The large building that is in the middle of the square looks different from the other box-like buildings that are crowded together across the streets. You gather that because it is set apart and has a lot of land surrounding it, it must be very important. You notice that the walkways lead you by statues and monuments. They have been well cared for so you know they, also, are special.

Investigation: As you walk around the grounds, use your investigative tools to answer the following questions about the monuments. Work with your group leader (chaperone) and group members to quietly find the answers about this unusual place! Be sure to alternate taking pictures of each monument with your group camera.

Ideas for sharing: When you return to school, have students work with their groups to present posters on the monuments they found. You could also prepare a whole class PowerPoint presentation with each group inserting a digital picture and facts about the monument they researched. You could even assign each group a monument or two to focus on while on the trip to ensure you have them all.

Source: *Raleigh: The First 200 Years* by Candy Lee Metz Beal, 1992

Source: *Raleigh: The First 200 Years* by Candy Lee Metz Beal, 1992

Monument #1: Presidents North Carolina Gave the Nation

1. What does the sign at the very bottom of the front of the monument say?
 2. Who are the main figures on this monument?
 3. Notice what is written under Polk and Johnson. How do you connect what they're holding with the inscription?
 4. Look at the figure of Andrew Jackson and figure out how you would know he was an outdoors type of person.
 5. What's on the back of the monument facing the Capitol?
-

Monument #2: Charles Duncan McIver (1860-1906)

1. For what one thing was this man known? Is there any clue on the figure to help you answer the question?
2. Did he live a long life? How old was he when he died?
3. Who paid for the statue?
4. Read the inscription and think about what the 2 parts mean. What do you think is meant by the "not rocks and rivers and imaginary boundary lines--make a state"?
5. "and the state is great just in proportion as its people are educated." What does this mean?

Monument #3: Zebulon Baird Vance (1830-1894)

1. Read the inscriptions on the monument. Except in the word Vance what letter doesn't read as we would expect it to? What letter has been put in its place?
 2. Carefully study the statue. Was this man a patriot? How do you know?
 3. Vance names 3 extras that North Carolina gave to the Confederacy. What were they?
 4. Notice that the inscription says that the "country turns toward her young men." How might you reword it to reflect the way things are moving today?
 5. When did Vance die? When was the statue done? Does this tell you anything about the way the people felt about him?
-

Monument #4: George Washington (1732-1799)

1. If you have been inside the Capitol Building and seen the Canova Statue of George Washington you can make an interesting comparison between this statue and the one inside. In what one way are they alike? How do they differ?
2. Is there anything about the way this statue is sited that suggests this is an especially important person?
3. Notice Washington's clothing. Compare his statesman's attire to the way an American political leader of today dresses? How do they differ?
4. George Washington was also a military general. Do you think he dressed like this when he led his men into battle?
5. When and where were the cannon made? In what war would they have been used?

Source: *Raleigh: The First 200 Years* by Candy Lee Metz Beal, 1992

Monument #5: Charles Brantley Aycock (1859-1912)

1. Who sculpted this statue? You may not know this, but his work also includes the carvings on Mount Rushmore. How do you think working on this figure and on the faces on Mount Rushmore might differ? Do you know of any other scenes that are carved on the sides of mountains? Name them.
 2. What do you think Governor Aycock's administration was known for? What clues did you use to figure that out?
 3. How is Governor Aycock's clothing different from the outside figure of George Washington? From the Canova Statute?
 4. Notice the whole monument. Does its shape match any other monument on Capitol Square?
 5. Was Aycock born before or after the Civil War? Did he die before or after World War I?
-

Monument #6: Women of the Confederacy

1. What do the bronze pictures on the sides of the monument say to you? Use your best detective work here! BIG CLUE: What kind of feeling do you get when you look at each of them?
2. What was the Confederacy? What war involved the Confederacy? What role do you think the women played? Were they important?
3. Notice the woman's face. What do you think she is thinking about? What kind of book do you think she might be holding in her left hand?
4. Notice the boy. Who do you think he is? What is he holding? What do you think he is thinking?

Source: *Raleigh: The First 200 Years* by Candy Lee Metz Beal, 1992

5. What kind of feeling and message does this monument give you? Why do you feel that way?
-

Monument #7: Wildcat Division Memorial

1. The Army's 81st Division was nicknamed the "Wildcat Division." What does this tell you about the type of fighters they were?
 2. Why doesn't the marker tell if this was World War I or World War II?
 3. This marker was dedicated as "an inspiration from the past and a warning to the future." What does that mean? Did we heed the warning? Why or why not?
 4. How is this monument different from most of the others?
-

Monument #8: Worth Bagley, Ensign, U.S. Navy (1874-1898)

1. It doesn't say, but what war do you think this statue represents? Are there any clues that might help you figure it out? BIG CLUE: Where did he die? What branch of the service was he in? That's a Spanish naval deck gun mounted nearby.
2. Study the seal on the front of the monument. Describe it. What kind of power could have been used to make the ship move?
3. How old was Worth when he died? Why was his likeness picked for the monument?

Monument #9: Confederate Monument

1. Notice the placement of this statue. No other statue on the grounds has such a main street leading right up to a monument. What does this tell you about the importance of the statue?
 2. Notice the figures. Try to figure out the types of fighting each did. What clues did you use to get your answers?
 3. What do you think "First at Bethel, Last at Appomattax" means? Is it something for which to be proud? Why or why not?
 4. Compare the two seals on the monument. What do they represent?
 5. Try to replicate on your piece of paper the CSA logo found on the Hillsborough Street side of the monument.
-

Monument #10: Samuel A'Court Ashe (1840-1938)

1. Samuel Ashe had the distinction of being a "last." What "last" was he?
 2. Why is it too bad that the monument was unveiled in 1940?
-

Monument #11: Henry Lawson Wyatt (1842-1861)

1. Who sculpted this statue? What other statue did he do? BIG HINT: Mount Rushmore and ?
2. Henry was unfortunately a "first." What "first" was he?

3. How old was he when he died?

Monument #12: Old Hickory Highway Marker

1. What street does this marker face?
2. What building is across from the marker?
3. This marker commemorates North Carolina soldiers of the US Army's 30th ("Old Hickory") Division, who fought and died to break the Hindenburg Line in France during World War I. "Old Hickory" was also the nickname of one of our Presidents. Which one? BIG HINT: He's on horseback on Capitol Square.
4. Here's another monument that says "The World War." Which other monument said that?

Monument #13: Vietnam Memorial Statute

1. Why do you think the soldiers are looking up? Do you sense that they are in danger?
2. What do you like about this monument?
3. Notice the sock hanging from the soldier's belt. What do you think is in it?
4. List 5 details that make this monument come alive for you.
5. How is this monument different from the Vietnam Memorial Wall in Washington, D.C.?

Monument #14: Monument honoring those who fought in World War I, World War II, and Korea

1. What were the dates of the three conflicts?
2. What branches of the service are honored?
3. What part of this monument do you like best? How might you have designed it differently if you were given the job?
4. Does this monument recognize the women that participated in these wars? How do you know?

Teacher Answer Sheet for Capitol Detective Activity

Monument #1: Presidents North Carolina Gave the Nation

1. No climbing on statues
2. Andrew Jackson, James Knox Polk, Andrew Johnson
3. Under Polk is written enlarged national boundaries. Under Johnson is written defended national boundaries. They are holding the Constitution. They used the Constitution to both enlarge the National Boundaries and to defend those boundaries.
4. Jackson is riding a horse while wearing an overcoat and a hat.
5. The state seal of North Carolina

Monument #2: Charles Duncan McIver (1860-1906)

1. Education- clue is that he is holding a book
2. No, he was almost 46 when he died
3. School children, teachers, and friends
4. Our state is made up of people, not just made up of land and boundaries
5. The greatness of our state is dependant upon the knowledge and education level of the people and their ability to make choices and govern

Monument #3: Zebulon Baird Vance (1830-1894)

1. the "U" is a "V" instead
2. Yes, he was a patriot because the statue has a flag draped on it
3. armies (more soldiers), more supplies, and better equipped troops
4. "country turns toward her young men and women."
5. He died in 1894. The statue was completed in 1900 which shows the reverence and respect toward Vance since they wanted the statue completed so quickly after his death.

Monument #4: George Washington (1732-1799) and Cannon

1. They are similar in that they are both statues of Washington. They differ greatly because the statue by Canova depicts Washington like a Roman and the statue outside depicts Washington in a way that resembles his true appearance.
2. This statue is surrounded by an iron fence
3. Washington is wearing a long coat and carrying books. Politicians today often look more formal in tie or formal attire and less like Washington in his everyday overcoat.
4. Yes, his clothing would be appropriate for leading men into battle.
5. The cannon was made in France in 1778 and was used during the Revolutionary War.

Monument #5: Charles Brantley Aycock (1859-1912)

1. Gutzon Borglum was the sculptor. This figure is much smaller in scale than his work on Mount Rushmore. Stone Mountain as well as the Crazy Horse Carving are both on the sides of mountains.
2. Education. Both the picture of the children as well as the inscription give you clues.
3. Governor Aycock is depicted wearing a tie and formal overcoat whereas the outside statue of Washington has him wearing a much more casual overcoat while the inside statue has him dressed as a Roman.
4. Yes, this statue is shaped like the statue of Zebulon Baird Vance.
5. He was born after the Civil War and died before World War I. He was born 1859 and died 1912.

Monument #6: Women of the Confederacy

1. The bronze pictures invoke a sad feeling because of the fallen soldiers who were husbands and sons.
2. The Confederacy was the South side of the Civil War. Most women stayed at home to run the farm and raise the children while the men were away in battle.
3. She might be thinking about her husband or older sons who are fighting. She seems to be holding a Bible or schoolbook in her hand.
4. He might be her son. He is holding a sword and might be thinking that he is now the man of the house since his father and oldest brothers are away fighting.
5. This monument sends a somber message illustrating the hard times faced by the women during the Civil War. The figures and their demeanor send this message to onlookers.

Monument #7: Wildcat Division Memorial

1. Ferocious and wild
2. At the time this was created, no one anticipated a second world war. They thought World War I would be the only world war.
3. This marker warns of some of the perils of war. We did not heed the warning because indeed there was a World War II.
4. This monument is less descript and looks like a tombstone for a grave.

Monument #8: Worth Bagley, Ensign, U.S. Navy (1874-1898)

1. This statue represents the Spanish American War. Some clues are that he died in Cuba while serving in the U.S. Navy.
2. The seal includes an eagle on an anchor with a ship and stars. Wind power would have been used to move the ship.
3. Worth was only 24 when he died. Since he was such a young man, this statue is able to depict some of the tragedy of losing a young soldier in war.

Monument #9: Confederate Monument

1. This is one of the most important statues.
2. One fought using a sword while the other fought using a cannon. Both the sword and the cannon loader were good clues.
3. This phrase shows that North Carolina soldiers were present both at the first battle as well as at the last. It shows that North Carolina soldiers were tenacious and steadfast during the war. For those in support of the southern efforts during the war, this creates a sense of pride. For those against the southern efforts during the war, this creates a lack of pride and sense of wasted life.
4. One seal represents the Confederate States of America while the other represents the Great Seal of the State of North Carolina.
5. Student depictions of the seal will vary slightly.

Monument #10: Samuel A'Court Ashe (1840-1938)

1. He was the last surviving commissioned officer by the Confederate States of America army.
2. He died two years earlier in 1938.

Monument #11: Henry Lawson Wyatt (1842-1861)

1. Gutzon Borglum was the sculptor. He also sculpted Governor Aycock's statue.
2. He was the first Confederate soldier to die in battle.
3. He was only 19 years old when he died.

Monument #12: Old Hickory Highway Marker

1. Edenton Street
2. North Carolina Museum of History
3. Andrew Jackson
4. The Wildcats Division Monument

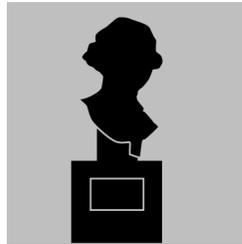
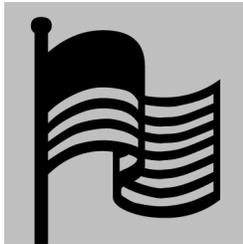
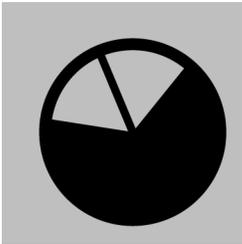
Monument #13: Vietnam Memorial Statute

1. They might be looking up for a helicopter to help get their wounded. Yes, I sense the men are in great danger.
2. I like that this monument is low to the ground and has incredible detail of each soldier.
3. The sock could be holding food, or ammunition.
4. The muscles on the soldiers' shoulders are realistic as well as each of the soldier's face. Also the detail on the shoes, weapons, and even the textured look on the canteen's make this statues come alive.
5. This statue has faces while the Monument in Washington, D.C. has only names.

Monument #14: Monument honoring those who fought in World War I, World War II and Korea

1. World War I was 1917 - 1918, World War II was 1941 – 1945, and the Korean War was 1950 – 1953
2. Army, Navy, Air Force, Marines, and Coast Guard
3. The curved feature of this monument is my favorite. I would have made the entire monument a bit shorter so it was easier for people on the ground to see up close.
4. Yes, this monument recognizes women in the inscription when it says, “the heroic men and women...”

State Capitol Trivia



As students prepare to come to the State Capitol and Executive Mansion, this area of trivia will be interesting for them to research.

1. In 1831, workmen accidentally caught the State Capitol on fire and it burned to the ground. What were they doing that caused the fire?
2. How much does the typical stone in the State Capitol outside wall weigh?
3. The statue in the State Capitol rotunda is of whom?
4. The statue of George Washington in the State Capitol rotunda has a stone tablet in one hand and what in the other hand?
5. The original statue of George Washington in the State Capitol came from Italy to Raleigh by what route?
6. Along what North Carolina River did the George Washington statue travel to reach the State Capitol in 1821?
7. How was the original statue of George Washington in the State Capitol destroyed?
8. During the Union troops' arrival in Raleigh in 1865, one of the soldiers climbed onto the State Capitol roof and tried to reach the very top of the dome. He was unsuccessful. Why?
9. Which governor was the first governor to occupy the State Capitol during his full term of office?
10. What is the name of the area in the center of the four wings of the State Capitol?
11. Of the four busts located around the Rotunda, three are of former governors. Who does the fourth bust represent?
12. Each desk in the House of Representatives Chamber has holes to hold quill pens, ink wells, and sanders. What is a sander?
13. Who sat in the chair at the top podium in the House of Representatives?
14. Where in the State Capitol are the rooms that, according to the legend, were used by Confederate spies?

15. How were the "secret" rooms in the House Chamber of the State Capitol discovered?
16. Why is there a pulley attached to the chandelier in the House of Representatives Chamber?
17. How many fireplaces did the State Capitol have?
18. The carpet in the House of Representatives Chamber has how many stars? What do they represent?
19. In which of the two chambers--the House or the Senate--did the members have their own, individual desks?
20. In both the House and the Senate chambers of the State Capitol, where did the newspaper reporters sit?
21. In the State Library Room, the legislative papers are on brown paper tied with red ribbon. The red ribbon was the origin of what phrase referring to bothersome government work?
22. The State Library Room contains a letter press. What was it used for?
23. How many copies of a document could you make at one time with the letter press in the State Library Room of the State Capitol?
24. During the Reconstruction Period after the Civil War, the legislators used a committee room on the west hall of the second floor as a bar. What was this room called?
25. What might have caused the chips in the west steps to the second floor of the State Capitol?

State Capitol Trivia Answers

1. They were fireproofing the roof.
2. Each stone weighs as much as ten tons.
3. George Washington
4. He is holding a stylus
5. The statute traveled by naval vessel from Italy to Boston, Massachusetts; by schooner from Boston to Wilmington, North Carolina; by river boat from Wilmington to Fayetteville; by mule cart from Fayetteville to Raleigh.
6. The Cape Fear River.
7. It was destroyed in the State Capitol fire of 1831.
8. When the soldier landed on the glass in the top of the dome he fell through. He grabbed the railing and saved himself from falling to the floor below.
9. Governor Morehead.
10. The Rotunda.
11. Matt Whitaker Ransom- A confederate general
12. Sanders are containers to hold blotting sand to sprinkle over the wet writing surface to dry the ink.
13. The Speaker of the House of Representatives.
14. The rooms are above the two offices at the front of the House of Representatives Chamber. One is labeled "Clerk," the other "Speaker."
15. They were discovered in 1920 when a workman in the attic fell through into one of the rooms.
16. It is used to lower the chandelier to change the light bulbs. Before the chandelier had light bulbs, it had 84 candles. Workers lowered it every day to change the candles.
17. Twenty-eight
18. Thirty-one. The 31 stars represent the 31 states in the United States in 1854 when the carpet was purchased.
19. The Senate Chamber.

20. The newspaper reporters sit at a curved table below the podiums.
21. Government red tape.
22. The letter press was used to make a copy of a document. A document was placed against a damp sheet of paper and pressed together to make a copy.
23. One.
24. It was called the Third House.
25. The exact cause is unknown, but the chips might have been made by whisky barrels or deliveries of firewood and coal being rolled up the steps.

Taken from *The Capitol of North Carolina* brochure



Executive Mansion Portraits

North Carolina governors have been outstanding citizens, military men, and state leaders. North Carolina has had two types of governors: as a colony, Royal Governors appointed by the King of England, and as a state, elected governors. If you visit the Executive Mansion, you will notice that portraits of other governors also hang in the entrance hall in addition to the current governor and the previous 4 governors. Which pictures will be hung are selected by the current governor. Which portraits are hanging in the entrance hall when you visited?

Included on the next page is a list of the Royal Governors and when they served as well as the elected governors and the dates they served. You might have students review the lists and choose one Royal governor and one elected governor to research before your visit to the Executive Mansion. Make sure they include a picture with their research in case a portrait of the one they researched is hanging in the entrance! You might also have students research to see if any of the elected governors are from your county.

Our Governor's Mansion is truly a *North Carolina* masterpiece! Look at the facts below to see just how authentic our Executive Mansion really is!

- The bricks along the walkway were molded by the North Carolina Prisoners. The Prison Warden, Col. William J. Hicks, oversaw the project and made sure the clay for each brick was from Wake County. One unique fact is that the prisoners who molded the bricks inscribed their names in them. You can still see many of the names today.
- The sandstone trim around the house came from our own Anson County.
- The marble steps on the North Side of the Executive Mansion came from Cherokee County.
- The oak and heart pine used to build the mansion came from across North Carolina.

Using these facts, you might have students locate the counties from which the different materials came. They could also shade in a map and make a key showing each material its county. Be creative as you help the students understand the resources we have across our state.

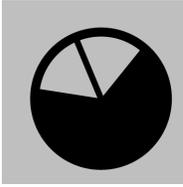
Royal Governors

George Burrington, 1731 - 1734 (previously
governor under the Lords Proprietors)
Nathaniel Rice, 1734
Gabriel Johnston, 1734 - 1752
Nathaniel Rice, 1752 - 1753
Matthew Rowan, 1753 - 1754
Arthur Dobbs, 1753 - 1763
William Tryon, 1765 - 1771
James Hasell, 1771
Josiah Martin, 1771 - 1775

Governors of the State of North Carolina

Richard Caswell, 1776 - 1780
(first of two terms)
Abner Nash, 1780 - 1781
Thomas Burke, 1781 - 1782
Alexander Martin, 1782 - 1785
(first of two terms)
Richard Caswell, 1784 - 1787
(second of two terms)
Samuel Johnston, 1787 - 1789
Alexander Martin, 1789 - 1792
(second of two terms)
Richard Dobbs Spaight, Sr., 1792 - 1795
Samuel Ashe, 1795 - 1798
William Richardson Davie, 1798 - 1799
Benjamin Williams, 1799 - 1802
(first of two terms)
James Turner, 1802 - 1805
Nathaniel Alexander, 1805 - 1807
Benjamin Williams, 1807 - 1808
(second of two terms)
David Stone, 1808 - 1810
Benjamin Smith, 1810 - 1811
William Hawkins, 1811 - 1814
William Miller, 1814 - 1817
John Branch, 1817 - 1820
Jesse Franklin, 1820 - 1821
Gabriel Holmes, 1821 - 1824
Hutchins Gordon Burton, 1824 - 1827
James Iredell, Jr., 1827 - 1828
John Owen, 1828 - 1830
Montford Stokes, 1830 - 1832
David Lowry Swain, 1832 - 1835
Richard Dobbs Spaight, Jr., 1835 - 1836
Edward Bishop Dudley, 1836 - 1841

John Motley Morehead, 1841 - 1845
William Alexander Graham, 1845 - 1849
Charles Manly, 1849 - 1850
David Settle Reid, 1851 - 1854
Warren Winslow, 1854 - 1855
Thomas Bragg, 1855 - 1859
John Willis Ellis, 1859 - 1861
Henry Toole Clark, 1861 - 1862
Zebulon Baird Vance, 1862 - 1865
(first of two terms)
William Woods Holden, 1865
(first of two terms)
Jonathan Worth, 1865 - 1868
William Woods Holden, 1868 - 1870
Tod Robinson Caldwell, 1870 - 1874
Curtis Hooks Brogden, 1874 - 1877
Zebulon Baird Vance, 1877 - 1879
(second of two terms)
Thomas Jordan Jarvis, 1879 - 1885
Alfred Moore Scales, 1885 - 1889
Daniel Gould Fowle, 1889 - 1891
Thomas Michael Holt, 1891 - 1893
Elias Carr, 1893 - 1897
Daniel Lindsay Russell, 1897 - 1901
Charles Brantley Aycock, 1901 - 1905
Robert Broadnax Glenn, 1905 - 1909
William Walton Kitchin, 1909 - 1913
Locke Craig, 1913 - 1917
Thomas Walter Bickett, 1917 - 1921
Cameron Morrison, 1921 - 1925
Angus Wilton McLean, 1925 - 1929
Oliver Max Gardner, 1929 - 1933
John Christoph Blucher Ehringhaus,
1933 - 1937
Clyde Roark Hoey, 1937 - 1941
Joseph Melville Broughton, 1941 - 1945
Robert Gregg Cherry, 1945 - 1949
William Kerr Scott, 1949 - 1953
William Bradley Umstead, 1953 - 1954
Luther Hartwell Hodges, 1954 - 1961
Terry Sanford, 1961 - 1965
Dan Killian Moore, 1965 - 1969
Robert Walter Scott, 1969 - 1973
James Eubert Holshouser, Jr., 1973 - 1977
James Baxter Hunt, Jr., 1977 - 1985
(first of two terms)
James Grubbs Martin, 1985 - 1993
James Baxter Hunt, Jr., 1993 - 2001
(second of two terms)
Michael F. Easley, 2001 - Present



The LEGISLATIVE BUILDING

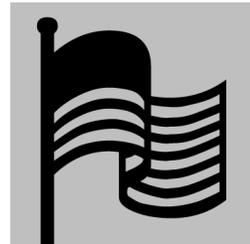
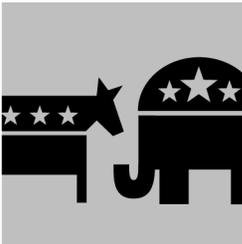
1. As you stand in front of the artwork, North Carolina Belongs to Children, you are looking at a map of North Carolina. On the map, which way is north?
2. Of the thirteen state symbols, twelve are included in the artwork. List the twelve symbols by type and name. (For example, State Flower: Flowering Dogwood)
3. In the bottom of the mural, figures of children are playing with different models. Identify the models and what you think the models symbolize.
4. Across the middle of the painting are domed shapes. What do you think they might represent?
5. What do you think the brown circular patterns in between the dogwood blossoms represent?
6. In the artwork is a box turtle whose head and tail can be seen if you look closely. Can you find the turtle's head and tail?
7. How many lighthouses are there in the mural?
8. The lighthouses appear to the far right of the artwork right to left in the order that they are located along the coast from the north to the south. Name the lighthouses in order from right to left.

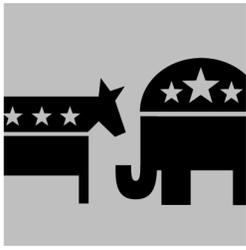
Source: North Carolina State Legislative Building, Raleigh brochure, reprinted with permission

ANSWERS TO LEGISLATIVE ACTIVITY

1. North is at the top of the map.
2. State Flower: Flowering Dogwood
State Shell: Scotch Bonnet
State Rock: Granite
State Fish: Channel Bass
State Boat: Shad Boat
State Dog: Plott Hound
State Bird: Northern Cardinal
State Mammal: Gray Squirrel
State Stone: Emerald
State Insect: Honeybee
State Tree: Pine
State Reptile: Eastern Box Turtle
3. Blocks representing cities
Golf representing leisure and tourist industry
Turpentine still representing early NC industry
Potter representing traditional potteries of the Sandhills
Coastal symbols representing the Wright Brothers Memorial and a ship that brought the first settlers to Roanoke Island
Basket weaving representing the crafts of the western part of the state
4. The domed shapes represent the Native American architecture of the coastal plain.
5. The brown circular patterns represent the cross sections of the pine cone and the box turtle.
6. The box turtle is in the middle of the artwork and is represented by the brown circular patterns. Look to the left for the head and to the far right for the tail. In certain African cultures, the turtle is the symbol of wisdom gained with age. The artist has interspersed the turtle with a series of developing dogwood blossoms to represent old wisdom and new birth.
7. Eight
8. Currituck, Bodie Island, Cape Hatteras, Ocracoke, Cape Lookout, Price's Creek, Old Bald Head, and Oak Island.

Using Elections and Voting to Promote Citizenship



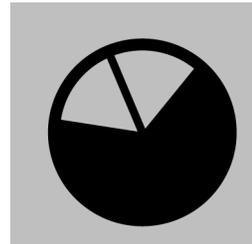


10 Ways

to Involve and Excite Students Through Elections and Voting

1. Help start up a student council in which each class helps nominate, campaign, and vote for a governing body.
2. Use the democratic voting process to help make classroom decisions such as which game to play inside on a rainy day.
3. Invite a local politician in to discuss any myths or surprises about the campaigning and election process.
4. Have your class cast ballots and vote during local, state, or national elections. Discuss how the class results compare to the reported results from each race.
5. Participate in Kid's Voting.
6. Visit one of the many student-friendly websites related to elections and voting in the resources at the end of this document.
7. Tour your local government headquarters to learn more about the services and initiatives currently in place.
8. Visit Raleigh for an inside peak into state government (use the resources provided to prepare for your trip).
9. Have students debate an important issue at your school after watching a segment of a debate from a state or national election year.
10. Role-play a press conference with the governor after using current events to research a "hot" topic with the governor. Select one student to be governor, several to be members of the press, and several to be concerned citizens. Videotape your role-play to share with other classes at your school.

Tips for Parents to Help Develop Effective Citizens





Social Studies Skills

Social Studies skills are necessary for the development of social inquiry and rational decision making. The social studies skills include:

- Reading and vocabulary development
- Using research to gather, synthesize, and report
- Analyzing, interpreting, creating, and using resources
- Applying decision making and problem solving techniques
- Incorporating technology

Social Studies should be integrated in the context of:

- Writing
- Reading
- Math
- Science
- Technology
- Visual and Performing Arts
- Physical Education
- Second Languages
- Family and Consumer Sciences

A-Z Tips

The following tips will help parents support their child(ren) during their elementary years.

- A**sk questions about your child's social skills; how he/she gets along with others.
- B**e prepared to factually and honestly explain current events when questioned.
- C**ongratulate your child when he/she demonstrates good character traits.
- D**iscuss "work" and responsibility, including various jobs and professions.
- E**nhance your child's socialization and citizenship skills by teaching acceptable behavior at home, school, and in the community.
- F**ind out about various cultural events in the community for the family to attend.
- G**ive your child age appropriate responsibilities at home.
- H**elp your child learn all that is possible about geography, history, economics, and citizenship.
- I**nclude your child in making family decisions.
- J**oin a library with your child.
- K**eep in touch with the teacher and class events.
- L**earn that "Play" is a way students develop social skills.
- M**odel good citizenship for your child.
- N**ever make a stereotypical or prejudiced statement in front of your child.
- O**n trips, provide notebooks and pencils for your child to draw or write about places, events, or people he/she saw or visited.

Provide newspapers, magazines, a dictionary, and other social studies research materials.

Question the activities in which your child is involved.

Respect your child's right to have an opinion.

Stay informed on current events.

Teach your child the importance of being a good citizen by discussing issues and ways to solve problems in the community.

Urge your child to become an active participant in community affairs and groups.

Visit museums, historic landmarks, and other interesting places in the community with your child.

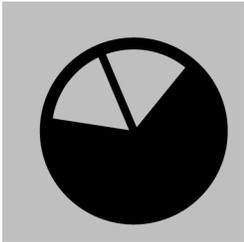
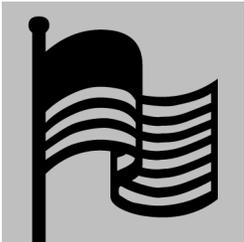
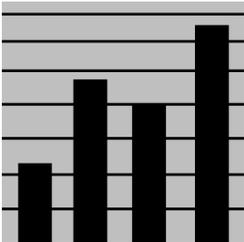
Work with your child to set up rules and expectations at home.

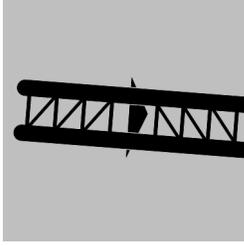
Xerox and save family records and other historical documents.

Yield results by encouraging your child to do well at home, school, and the community.

Zip through these tips frequently!!

Resources





Educator Resources

MUSEUMS

Ten Things Every Social Studies Teacher Ought To Know About Using Museums And historic Sites To Teach The Social Studies

Here are ten ideas about teaching social studies through museums and historic sites. Specific strategies to make the most of a prime resource are explained.

- Museums are a significant resource that supports the North Carolina Social Studies Standard Course of Study's NCSSSCS).
- Museums and historic sites inspire students.
- There are many types of museums.
- Museums offer students informal opportunities to learn and can help you to design rich experiences for your students.
- Museums and historic sites have good curriculum support materials.
- Virtual Trips to a museum or historic site are almost as good as real trips.
- A successful museum trip involves the three P's: preparation, participation, and postvisit reflection.
- You and your students can make a museum together.
- Museum educators and curators are both resources and role models.
- North Carolina has many excellent museums with unlimited learning opportunities.

1. Museums are a significant North Carolina teaching resource.

Every schoolchild in the United States visits a museum at least once a year, on average. The material preserved and exhibited in museums provide information that words alone cannot convey. The artifacts and ideas that museums and historic sites collect, preserve, and present constitute powerful and memorable learning experiences for students.

2. Museums and historic sites inspire students.

Museums have the real thing. The virtual environment created by TV, computers, and even magazines and books removes students from original art, artifacts, and culture.

Museums provide a setting for students to encounter someone else's ideas, lifestyle, and creativity first hand.

Some museums require students to practice their skills of observation and summarization. Other museums encourage interaction and learning by doing. Students may sweep floors, cook in a fireplace, or gather eggs. Students must use their senses as well as their minds. Thus, visitors to museums interact with an authentic bit of the past, gain exposure to the unfamiliar, and realize the connection of individuals, past and present.

3. There are many types of museums.

There are many types of museums and historic sites. Museums include collections related to history, prehistory, art, and science. However, all include artifacts useful in teaching the North Carolina Social Studies Standard Course of Study.

- History museums include historic sites that preserve building and landscapes associated with a person, family, or event of local, state, or national significance. Local historical societies preserve the history of a specific area.
- Art museums feature paintings, sculpture, drawings, photographs, or other creative expressions. Many provide historic context in the labels explaining the background of the artist or the inspiration for the work.
- Science and natural history museums include planetariums, environmental centers, arboretums, aquariums, and zoo.

Museums in North Carolina help students

- Imagine how North Carolina's American Indians lives.
- Observe exotic animals from the four hemispheres of the globe.
- Participate in an experiment to understand gravity and its relation to space travel.
- Imagine rural farm life throughout several North Carolina historical periods.
- Imagine life of early Africans and African Americans.
- Discover the progression of technology in the state.
- Each museum has a mission that summarizes the information it collects and interprets.

4. Museums offer students informed opportunities to learn and can help you to design rich experiences for your students.

Museum staff creates exhibits and programs to educate visitors and they offer special tours and activities to make museum learning experiences more meaningful. Museum educators continue to develop these programs in to correlate to the social studies standards.

Consult a museum educator before planning your visit. Ask them how the experience incorporates knowledge and skills from the North Carolina Social Studies Standard Course of Study. Get information on any offerings that relate directly to the NCSSSCS. Educators in museums are eager to work with teachers who want to make the most of their museums experience.

5. Museums and historic sites have good curriculum support materials.

Almost all museums stock their sales areas with materials that extend the educational experience. Browse these shops to find the latest in related children's books and toys.

6. Virtual Trips to a museum or historic site are almost as good as real trips.

The four walls of the classroom just expanded! The Internet now makes it possible to visit museums all over the world via the classroom computer.

- Take a tour of North Carolina, the United States, and various world regions, <http://itpi.dpi.state.nc.us/vvisits>.
- Take a virtual tour of the Louvre in Paris <http://mistral.culture.fr/louvre/anglais/musee/collec.htm>
- Explore Egyptian treasure in the Metropolitan Museum of Art in New York City, <http://www.metmuseum.org>
- Learn about the experiences of the earliest permanent English settlers in North America at Jamestown, Virginia, <http://www.apva.org> and at Plymouth, Massachusetts, <http://www.plimoth.org>

In addition, the Internet offers the unique opportunity for students to take part in museum educational offerings without leaving the classroom. Many museums are developing online educational resources.

- Mystic Seaport Museum, <http://www.mysticseaport.org/> is creating a site where students can learn more about the experience of Africans about the slave ship

Amistad, their rebellion, and subsequent Supreme Court decision on their future as humans or property.

- Visit the virtual exhibits and the digital classroom offered by the National Archives and Records Administration in Washington, D.C, <http://www.nara.gov/>

7. A successful museum trip involves the Three P's: preparation, participation, and post-visit reflection.

PREPARATION

Museums can be overwhelming. Students who receive information on the experience before the visit, who know where they are going, and know what they will see and do, tend to gain more from the experience. The best school visits result from preparation. Here are some ways to prepare your students.

- Most museums have pre-visit packets of information that include brochures with pictures of the site, information about the museum and its collections, and activities to complete as a before a visit.
- Visit the museum web site if they have one and discuss the route, the location, and the rules of behavior. Let the students help map and plan the trip.
- Museums cannot exist without artifacts. They must preserve them and make them available to the general visitor. Explain this to the students so they understand that the things they will see provide a direct link to another time and to the activities and ideas of other people. This makes it easier for students to understand the things museum staff may ask them to do during the visit.
- Teachers should know what they want to accomplish beforehand and they should select the program most appropriate for their class, whether presented in the form of a site visit, virtual exhibit on the Internet, or a curriculum product. See and do less and leave students asking for more. Encourage family trips if students want to see more.

PARTICIPATION

What will students learn in a museum? To really learn, students **MUST** be actively engaged in some kind of directed learning experience. Think of this as fieldwork, not as a fieldtrip. Students should have the opportunity to use a variety of social studies skills, from critical thinking and observation to sketching and distinguishing between primary and secondary resources.

Here are some suggested student activities:

- Students can write stories of the individuals and lifestyles they learned about.
- Students can draw maps and compute the miles traveled to the museum.

- They can consider the economic characteristics of the museum, its sources of funding and support, and the role of government in the future of the museum.
- Students can consider issues of citizenship and the role museums play in preserving the customs, symbols, and celebrations of the past.
- Students can gain a greater understanding of their role in the perpetuation of museums in North Carolina. They can serve as responsible citizens and effective leaders by encouraging support for museum funding, or volunteering their time to the institutions.

Here is a generic participation strategy:

Observing artifacts in a collection helps students understand the differences between primary and secondary sources. Students “read” the objects, photographs, or documents they encounter by progressing through the following steps:

- Analyzing information (What is the artifact made of? What is the condition of the artifact? Was it used and does it show wear?)
- Organizing and interpreting it (What does the object do? What other things serve the same purpose?)
- Identifying frame of reference and point of view (Who used the object? Did different people use it different ways and for different purposes?)
- Identifying bias in the material (Are all the people who used the artifact reflected in the historical record?)

Teachers should encourage students to ask the museum staff about the different points of view of the artists, farmers, children, or soldiers who either created the artifacts in the museum or lived on the historic site. This interaction with the museum staff makes the experience even more memorable.

Upon arrival in the new environment at the museum or historic site, students should be assigned a task or responsibility. It is often difficult to carry a pencil and paper, and some museums may not allow this. The best strategy to ensure retention is to ask students to sit for a quiet moment during the visit and have them reflect on their surroundings and the experience. Have students write down their personal memories first, and then ask for volunteers to share their experiences. This activity also provides an opportunity to emphasize frame of reference because not everyone participated in every activity in the same way and each will remember different experiences. Ask the students to write a brief summary of their most memorable experience to share with the class the next day.

Teachers should participate in the program along with their class. Then they can facilitate discussion, remind students of the concepts learned, and bring the lesson to closure back in the classroom.

POST-VISIT REFLECTION

Evaluating the experience, that is, what students gained from the experience is crucial. Continue the reflection begun on site when the class reconvenes at school. Have the students communicate their points of view in written, oral, or visual forms. After students share their experiences, ask them to organize them into a meaningful pattern and explain their rationale for the decisions.

8. You and your students can make a museum together.

Most students collect, preserve, and interpret something, whether it's baseball cards, stamps, dolls, or guppies. Help them understand the similarities between what they do and what the museum does. Think about what it takes to make an exhibit. Have the students design an exhibit on a topic of their choice, install it, and invite their parents to visit during a scheduled open-house.

Middle and secondary students can get experience in producing thematic exhibits if they choose to participate in National History Day, <http://www.thehistorynet.com/NationalHistoryDay/>, a program which encourages research and communication in a range of formats including exhibits, historical papers, media, and performance. The North Carolina Historical Association serves as the liaison between this national program and schools throughout North Carolina. The North Carolina Historical Association administers regional and then a state-wide competition. Winners move on to the national competition in Maryland.

9. Museum educators and curators are both resources and role models.

Students can learn more about collecting and researching by talking with the people who do it for a living, the curators and educators who work in museums. Research museum-related professions. Invite museum representatives to the classroom as guest speakers. Ask them questions about the jobs they do, about the role of volunteers in museums, and how helping museums helps the community.

10. North Carolina has many excellent museums with unlimited learning opportunities, <http://www.itpi.dpi.state.nc.us/vvisits/>



Constitution for the United States of America

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessing of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 1. [2] All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several states, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of years, and excluding Indians not taxed, three fifths of all other Persons [Modified by Amendment XIV]. The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.

Section. 3. The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof [Modified by Amendment XVII], for six Years; and each Senator shall have one vote.

Immediately after they shall be assembled in Consequence of the first Election, they shall be divided as equally as may be into three Classes. The Seats of the Senators of the first Class shall be vacated at the Expiration of the second year, of the second Class at the Expiration of the fourth Year, and of the third Class at the Expiration of the sixth Year, so that one third may be chosen every second Year; and if vacancies happen by Resignation, or otherwise, during the Recess of the Legislature of any State, the Executive thereof may make temporary Appointments until the next Meeting of the Legislature, which shall then fill such Vacancies [Modified by Amendment XVII].

No Person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen.

The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.

The Senate shall choose their other Officers, and also a President pro tempore, in the Absence of the Vice President, or when he shall exercise the Office of President of the United States.

The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.

Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States: but the Party convicted shall nevertheless be liable and subject to Indictment, Trial, Judgment and Punishment, according to Law.

Section. 4. The Times, Places and Manner of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof; but the Congress may at any time by Law make or alter such Regulations, except as to the Places of choosing Senators.

The Congress shall assemble at least once in every year, and such Meeting shall be on the first Monday in December [Modified by Amendment XX], unless they shall by Law appoint a different Day.

Section. 5. Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide.

Each House may determine the Rules of its Proceedings, punish its Members for disorderly Behaviour, and, with the Concurrence of two thirds, expel a Member.

Each House shall keep a Journal of its Proceedings, and from time to time publish the same, excepting such Parts as may in their Judgment require Secrecy; and the yeas and Nays of the Members of either House on any question shall, at the Desire of one fifth of those Present, be entered on the Journal.

Neither House, during the Session of Congress, shall, without the Consent of the other, adjourn for more than three days, nor to any other Place than that in which the two Houses shall be sitting.

Section. 6. The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other Place.

No Senator or Representative shall, during the Time for which he was elected, be appointed to any civil Office under the Authority of the United States, which shall have been created, or the Emoluments whereof shall have been encreased during such time; and no Person holding any Office under the United States, shall be a Member of either House during his Continuance in Office.

Section. 7. All Bills for raising Revenue shall originate in the House of Representatives; but the Senate may propose or concur with Amendments as on other Bills.

Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes a Law, be presented to the President of the United States; [3] If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, be which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become Law. But in all such Cases the Votes of both Houses shall be determined by yeas and Nays, and the Names of the Persons voting for and against the Bill shall be entered on the Journal of each House respectively. If any Bill shall not be returned by the President within ten Days (Sundays excepted) after it shall have been presented to him, the Same shall be a Law, in like Manner as if he had signed it, unless the Congress by their Adjournment prevent its Return, in which Case it shall not be a Law.

Every Order, Resolution, or Vote to which the Concurrence of the Senate and House of Representatives may be necessary (except on a question of Adjournment) shall be presented to the President of the United States; and before the Same shall take Effect, shall be approved by him, or being disapproved by him, shall be repassed by two thirds of the Senate and House of Representatives, according to the Rules and Limitations prescribed in the Case of a Bill.

Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish and uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offences against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer Term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as many, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the united States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, dock-Yards, and other needful Buildings; - And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

Section. 9. The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars each Person.

The Privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it.

No Bill of Attainder or ex post facto Law shall be passed.

No Capitation, or other direct, Tax shall be laid, unless in Proportion to the Census or Enumeration herein before directed to be taken.

No Tax or Duty shall be laid on Articles exported from any State.

No Preference shall be given by any Regulation of Commerce or Revenue to the Ports of one State over those of another; nor shall Vessels bound to, or from, one State, be obliged to enter, clear, or pay Duties in another.

No Money shall be drawn from the Treasury, but in Consequences of Appropriations made by Law; and a regular Statement and Account of the Receipts and Expenditures of all public Money shall be published from time to time.

No Title of Nobility shall be granted by the United States: And no Person holding any Office of Profit or Trust under them, shall, without the Consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

Section. 10. No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; coin Money; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility.

No State shall, without the Consent of the Congress, lay any Imposts or Duties on Imports or Exports, except what may be absolutely necessary for executing it's inspection Laws; and the net Produce of all Duties and Imposts, laid by any State on Imports or Exports, shall be for the Use of the Treasury of the United States; and all such Laws shall be subject to the Revision and Controul of the Congress.

No State shall, without the Consent of Congress, lay any Duty of Tonnage, keep Troops, or Ships of War in time of Peace, enter into any Agreement or Compact with another State, or with a foreign Power, or engage in War, unless actually invaded, or in such imminent Danger as will not admit of delay.

Article. II.

Section. 1. The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and together with the Vice President, chosen for the same Term, be elected, as follows:

Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress; but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

The Electors shall meet in their respective States, and vote by Ballot for two Persons, of whom one at least shall not be an Inhabitant of the same State with themselves. And they shall make a List of all the Persons voted for, and of the Number of Votes for each; which List they shall sign and certify, and transmit sealed to the Seat of the Government of the united States, directed to the President of the Senate. The President of the Senate shall, in the Presence of the Senate and House of Representatives, open all the Certificates, and the Votes shall then be counted. The Person having the greatest Number of Votes shall be the President, if such Number be a Majority of the whole Number of Electors appointed; and if there be more than one who have such Majority, and have an equal Number of Votes, then the house of Representatives shall immediately chuse by Ballot one of them for President; and if no Person have a Majority, then from the five highest of the List the said House shall in like Manner chuse the President. But in chusing the President, the Votes shall be taken by States, the Representation from each State having one Vote; a quorum for this Purpose shall consist of a Member or Members from two thirds of the States, and a Majority of all the States shall be necessary to a Choice. In every Case, after the Choice of the President, the Person having the greatest Number of Votes of the Electors shall be the Vice President. But if there should remain two or more who have equal Votes, the Senate shall chuse from them by Ballot the Vice President {Modified by Amendment XII}.

The Congress may determine the Time of chusing the Electors, and the Day on which they shall give their Votes; which Day shall be the same throughout the United States.

No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly until the Disability be removed, or a President shall be elected [Modified by Amendment XXV].

The President shall, at stated Times, receive for his Services, a Compensation, which shall neither be increased nor diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument for the United States, or any of them.

Before he enter on the Execution of his Office, he shall take the following Oath or Affirmation: - "I do solemnly swear (or affirm) that I will faithfully execute the Office of the President of the United States, and will to the best of my Ability, preserve, protect and defend the Constitution of the United States."

Section. 2. The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons from Offences the United States, except in Cases of Impeachment.

He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the President alone, in the Courts of Law, or in the Heads of Departments.

The President shall have Power to fill up all Vacancies that may happen during the Recess of the Senate, by granting Commissions which shall expire at the End of their next Session.

Section. 3. He shall from time to time give to the Congress Information of the State of the Union, and recommend to their Consideration such Measures as he shall judge necessary and expedient; he may, on extraordinary Occasions, convene both Houses, or either of them, and in Case of Disagreement between them, with Respect to the Time of Adjournment, he may adjourn them to such Time as he shall think proper; he shall receive Ambassadors and other public Ministers; he shall take Care that the Laws be faithfully executed, and shall Commission all of the Officers of the United States.

Section. 4. The President, Vice President and all civil Officers of the united States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, other high Crime and Misdemeanors.

Article. III.

Section. 1. The judicial Power of the United States shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at stated Times, receive for their Services a Compensation, which shall not be diminished during their Continuance in Office.

Section. 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; - to all Cases affecting Ambassadors, other public Ministers and Consuls; - to all Cases of admiralty and maritime Jurisdiction; - to Controversies to which the United States shall be a Party;- to Controversies between two or more States; - between a State and Citizens of another State [Modified by Amendment XI]; - between Citizens of different States; - between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and under such Regulations as the Congress shall make.

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

Section. 3. Treason against the United States shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.

The Congress shall have Power to declare the Punishment of Treason, but no Attainder of Treason shall work Corruption of Blood, or Forfeiture except during the Life of the Person attainted.

Article. IV.

Section. 1. Full Faith and Credit shall be given in each State to the public Acts, Records and Proceedings shall be proved, and the Effect thereof.

Section. 2. The Citizens of each State shall be entitled to all Privileges and Immunities of Citizens in the several States.

A Person charged in any State with Treason, Felony, or other Crime, who shall flee from justice, and be found in another State, shall on Demand of the executive Authority of the State from which he fled, be delivered up, to be removed to the State having Jurisdiction of the Crime.

No Person held to Service or Labour in one State, under the Laws thereof, escaping into another, shall, in Consequence of any Law or Regulation therein, be discharged from such Service or Labour, but shall be delivered up on Claim of the Party to whom such Service or Labour may be due [Modified by Amendment XIII].

Section. 3. New States may be admitted by the Congress into this Union; but no new State shall be formed or erected within the Jurisdiction of any other States; nor any State be formed by the Junction of two or more States, or Parts of States, without the Consent of the Legislatures of the States concerned as well as of the Congress.

The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States; and nothing in this Constitution shall be so construed as to Prejudice any Claims of the United States, or any particular States.

Section. 4. The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of hem against Invasion; and on Application of the Legislature, or of the Executive (when the Legislature cannot be convened), against domestic Violence.

Article. V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate [Possibly abrogated by Amendment XVII].

Article. VI.

All Debts contracted and Engagements entered into, before the Adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding.

The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution; but no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.

Article. VII.

The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.

Done in Convention by the Unanimous Consent of the States present the Seventeenth Day of September in the Year of our Lord one thousand seven hundred and Eighty seven and of the Independence of the United States of America the Twelfth in Witness whereof We have hereunto subscribed our Names,

Go. Washington – President
and deputy from Virginia

New Hampshire {
John Langdon
Nicholas Gilman

Massachusetts {
Nathaniel Gorham
Rufus King

Connecticut {
Wm. Saml. Johnson
Roger Sherman

New York
Alexander Hamilton

New Jersey {
Wil: Livingston
David Brearley
Wm. Paterson
Jona: Dayton

Pennsylvania {
B Franklin
Thomas Mifflin
Robt Morris
Geo. Clymer
Thos. Fitz Simons
Jared Ingersoll
James Wilson
Gouv Morris

Delaware {
Geo: Read
Gunning Bedford jun
John Dickinson
Richard Bassett
Jaco: Broom

Maryland {
James McHenry
Dan of St Thos. Jenifer
Danl Carroll

Virginia {
John Blair
James Madison Jr

North Carolina {
Wm. Blount
Richd. Dobbs Spaight
Hu Williamson

South Carolina
J. Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia {
William Few
Abr Baldwin

In Convention

MONDAY, SEPTEMBER 17TH 1787.

PRESENT

THE STATES OF

*New Hampshire, Massachusetts, Connecticut, Mr. Hamilton from
New York, New Jersey, Pennsylvania, Delaware, Maryland,
Virginia, North Carolina, South Carolina and Georgia.*

Resolved,

That the preceding Constitution be laid before the United States in Congress assembled, and that it is the Opinion of this Convention, that it should afterwards be submitted to a Convention of Delegates, chosen in each State by the People thereof, under the Recommendation of its Legislature, for their Assent and Ratification; and that each Convention assenting to, and ratifying the Same, should give Notice thereof to the United States in Congress assembled. Resolved. That it is the Opinion of this Convention, that as soon as the Conventions of nine States shall have ratified this Constitution, the United States in Congress assembled should fix a Day on which Electors should be appointed by the States which have ratified the same, and a Day on which the Electors should assemble to vote for the President, and the Time and Place for commencing Proceedings under this Constitution. That after such Publication the Electors should be appointed, and the Senators and Representatives elected: That the Electors should meet on the Day fixed for the Election of the President, and should transmit their Votes certified, signed, sealed and directed, as the Constitution requires, to the Secretary of the United States in Congress assembled, that the Senators and Representatives should convene at the Time and Places assigned; that the Senators should appoint a President of the Senate, for the sole purpose of receiving, opening and counting the Votes for President; and, that after he shall be chosen, the Congress, together with the President, should, without Delay, proceed to execute this Constitution.

By the Unanimous Order of the Convention



Suggested Social Studies Grade Level Field Trips

Kindergarten

- Fire Station
- Various neighborhood stores
- Neighborhood/Community Festivals
- Bank
- Public
- Library
- Various Community Guests
- Local history museums
- Farms
- City Park

Grade One

- Police Station
- Amtrak trip to neighboring cities
- Local history museums
- Post Office
- City Park
- Public Library
- Local Businesses
- Grade level community service project
- Voting polls during elections

Grade Two

- Art Museums
- Local Museum History
- Local Businesses
- Historic communities
- Historic landmarks and monuments
- Grade level community service project

- Cultural Fairs/Festivals
- Voting polls during elections

Grade Three

- Local Businesses
- Historic landmarks and monuments
- Grade level community service project
- Local newspaper
- Cultural Fairs/Festivals
- Voting polls during elections

Grade Four

- North Carolina State Capital Buildings
- North Carolina Museum of History
- Local Museums of History
- Local Museums of Art
- Governor's Executive Mansion
- Native American Museum
- African American Museum
- Historic landmarks in regions of North Carolina
- Grade level community services project
- Diverse ethnic restaurants
- Cultural Fairs/Festivals
- Mayor's Office
- Voting polls during elections

Grade Five

- Virtual Field trips
- Art Museum
- History Museum
- Symphony
- Grade level community service project
- Cultural Fairs/Festivals
- Voting polls during elections

Grade Six

- Exploris
- Local museums
- Ackland Museums
- Renaissance Fairs
- Ethnic Restaurants
- International Fairs

Grade Seven

- Exploris
- Local museums
- Ackland Museums
- Renaissance Fairs
- Ethnic Restaurants
- International Fairs
- NC Zoo (African Exhibition)

Grade Eight

- Exploris
- Local museums
- Ackland Museums
- Renaissance Fairs
- Ethnic Restaurants
- International Fairs
- NC Zoo (African Exhibition)

World History

- Local and state museums that make connections with world themes
- Art museums that cover are of specific civilizations or artists of specific time periods, i.e. Ackland Museum, Mint Museum, NC Museum of Art
- Art museums at local colleges and universities
- Places of worship that depict major religions
- International companies in your county
- Presentations/speakers at International Cultural Centers at colleges and universities
- Cultural Festivals

Civics and Economics

- Town and Municipal Meeting
- Town Hall
- NC and US Courts
- U.S. Mint
- Local School Board Meetings
- Police Departments/Local Jails
- State Agencies
- Local Banks
- Local Businesses
- SBI Laboratories
- State Representatives Office
- General Assembly
- Governor's Mansion
- Mayor's Office
- Political Party Offices
- Local Boards of Elections
- Polls on Election Day
- Civic Meeting on Public Issues
- Local Rallies and Marches
- Local Television Stations
- Local Newspaper Offices

United States History

- History Museums
- Historical Sites
- Public Meetings
- Key speakers at colleges, universities, major events
- Public Rallies
- Federal and State Offices and Buildings



Organizational List

America's Promise: The Alliance for Youth

America's Promise is a collaborative network that builds upon the collective power of communities and partners to help fulfill the Five Promises for every young person in America.

909 North Washington Street, Suite 400
Alexandria, VA 22314-1556
Phone: (703) 684-4500
Web: www.americaspromise.org

American Bar Association (ABA)

The American Bar Association is the largest voluntary professional association in the world. With more than 400,000 members, the ABA provides law school accreditation, continuing legal education, information about the law, programs to assist lawyers and judges in their work, and initiatives to improve the legal system for the public. The ABA strives to provide you with the knowledge and tools you need to expand your career. From ABA-sponsored workshops, meetings, seminars and CLE sessions to the widest variety of respected and up-to-date publications, the ABA is your association, dedicated to helping you advance your career and the legal profession.

Chicago Office:
750 North Lake Shore Drive
Chicago, IL 60611
Phone: (312) 988-5000
DC Office:
740 15th Street, NW
Washington, DC 20005-1019
Phone: (202) 662-1000
Web: www.abanet.org

American Bar Association Division for Public Education

The mission of the ABA Division for Public Education is to promote public understanding of law and its role in society.

541 North Fairbanks Court, 15.3
Chicago, IL 60611-3314
Phone: (312) 988-5735
Fax: (312) 988-5494
Web: www.abanet.org/publiced/home.html

The American Council of Young Political Leaders (ACYPL)

The American Council of Young Political Leaders (ACYPL) was formed in 1966 as a nonprofit bipartisan educational exchange organization to enhance foreign policy understanding and exposure among rising young American political leaders and their counterparts around the world. The program achieves its goals through a broad range of practical education programs, including international exchanges, foreign policy and democracy conferences and election study programs.

1612 K Street NW, Suite 300
Washington, DC 20006
Phone: (202) 857-0999
Fax: (202) 857-0027
Web: www.acypl.org

The American Legion

The American Legion was chartered by Congress in 1919 as a patriotic, mutual-help, war-time veterans organization. A community-service organization which now numbers nearly 3 million members, men and women, in nearly 15,000 American Legion Posts worldwide. These Posts are organized into 55 Departments, one each for the 50 states, the District of Columbia, Puerto Rico, France, Mexico, and the Philippines.

700 North Pennsylvania Street
PO Box 1055
Indianapolis, IN 46206
Phone: (317) 630-1200
Fax: (317) 630-1223
DC Office:
1608 K Street NW
Washington, DC 20006
Phone: (202) 861-2700
Fax: (202) 861-2728
Web: www.legion.org

American Youth Policy Forum (AYPF)

AYPF provides policymakers with information and experiences useful in the development of effective youth education, training and transition-to-employment system for the United States (including formal and informal learning opportunities, internships, national community service, and other experience-based learning methodologies). AYPF does this by bringing leading policymakers, researchers and youth-serving practitioners into dialogue with a bipartisan group of senior Congressional aides, Executive Branch leaders, state offices located in Washington, DC and their counterparts in national associations focused on the education of youth and career development.

1836 Jefferson Place NW
Washington, DC 20036
Phone: (202) 775-9731
Fax: (202) 775-9733
Web: www.aypf.org

Bill of Rights Institute

The Bill of Rights Institute's mission is to educate high school students and teachers about our country's Founding principles through programs that teach the words and ideas of the Founders; the liberties and freedoms guaranteed in our Founding documents; and how America's Founding principles affect and shape a free society.

200 North Glebe Road, Suite 1050
Arlington, VA 22203
Phone: (703) 894-1776
Fax: (703) 894-1791
Web: www.billofrightsinstitute.org

Boys and Girls Clubs of America

Boys and Girls Clubs offer programs and services that promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence.

1230 West Peachtree Street NW
Atlanta, GA 30309
Phone: (404) 487-5700
Web: www.bgca.org

Center for Civic Education

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy. The Center specializes in civic/citizenship education, law-related education, international educational exchange programs for developing democracies, and administers a wide range of critically acclaimed curricular, teacher-training, and community-based programs.

5146 Douglas Fir Road
Calabasas, CA 91302
Phone: (818) 591-9321
Fax: (818) 591-9330
Web: www.civiced.org

Center for Education in Law and Democracy

The Center for Education in Law and Democracy is a non-profit educational organization offering programs for teachers and students through grants and contracts with national and state government and non-governmental organization. The Center promotes and supports the development of responsible citizens committed to democratic principles and active participation in representative government through the study of law, civics, and government in elementary and secondary schools.

PO Box 18490
Denver, CO 80218-0490
Phone: (303) 778-0756
Fax: (303) 733-4791
Web: www.lawanddemocracy.org

The Center for Information & Research on Civic Learning & Engagement (CIRCLE)

CIRCLE promotes research on the civic and political engagement of Americans between the ages of 15 and 25. Although CIRCLE conducts and funds research, not practice, the projects that we support have practical implications for those who work to increase young people's engagement in politics and civic life. CIRCLE is also a clearinghouse for relevant information and scholarship. CIRCLE was founded in 2001 with a generous grant from The Pew Charitable Trusts and is now also funded by Carnegie Corporation of New York.

School of Public Affairs
University of Maryland
College Park, MD 20742
Phone: (301) 405-2790
Web: www.civicyouth.org

Center for Youth as Resources

Youth as Resources (YAR) is a philosophy and a program that recognizes youth as valuable community resources and engages them as partners with adults in bringing about positive community change. The three principles of YAR are youth-adult partnership in governance, youth as grant makers and youth-led service.

1000 Connecticut Avenue NW, 13th Floor
Washington, DC 20036
Phone: (202) 261-4131
Web: www.cyar.org

The Character Education Partnership (CEP)

The Character Education Partnership (CEP) is a nonpartisan coalition of organizations and individuals dedicated to developing moral character and civic virtue in our nation's youth as one means of creating a more compassionate and responsible society. CEP is not affiliated with any party or creed. We are a non-partisan, nonsectarian organization dedicated to the idea that character and education are natural partners in helping children become ethical, responsible adults.

1025 Connecticut Avenue NW, Suite 1011
Washington, DC 20036
Phone: (800) 988-8081
Web: www.character.org

City Year

An Action Tank for national service, City Year seeks to demonstrate, improve and promote the concept of national service as a means for building a stronger democracy. An 'action tank' is both a program and a 'think tank' – constantly combining theory and practice to advance new policy ideas, make programmatic breakthroughs, and bring about major changes in society. City Year's signature program is the City Year National Youth Corps – nearly 1,000 strong and operating in 13 communities nationwide.

285 Columbus Avenue
Boston, MA 02116
Phone: (617) 927-2500
Web: www.cityyear.org

Close Up Foundation

The Close Up Foundation is the nation's largest nonprofit (501(c)(3)), nonpartisan citizenship education organization. Close Up works to promote responsible and informed participation in the democratic process through a variety of educational programs. Close Up's national, state, and local experiential government studies programs strengthen participants' knowledge of how the political process works, increase their awareness of major national and international issues, and motivate them to become actively involved in the world around them.

44 Canal Center Plaza
Alexandria, VA 22314-1592
Phone: (800) 256-7387 ext. 328
Web: www.closeup.org

The Compact for Learning and Citizenship (CLC)

The Compact for Learning and Citizenship (CLC) is a nationwide coalition of chief state school officers, district superintendents and others who are committed to infusing service learning into the K-12 curriculum. CLC gathers and disseminates information, provides training and technical assistance, builds partnerships and networks, and serves as a national voice for creating high quality service-learning opportunities for all students.

707 17th Street, Suite 2700
Denver, CO 80202-3427
Phone: (303) 299-3629
Web: www.ecs.org

The Constitutional Rights Foundation (CRF)

Constitutional Rights Foundation (CRF) is a non-profit, non-partisan, community based organization dedicated to educating America's young people about the importance of civic participation in a democratic society.

601 South Kingsley Drive
Los Angeles, CA 90005
Phone: (213) 487-5590
Fax: (213) 386-0459
Web: www.crf-usa.org

Constitutional Rights Foundation Chicago (CRFC)

The Constitutional Rights Foundation Chicago helps young people develop the skills, knowledge and attitudes necessary to serve their communities and nation as active, responsible citizens. A nonprofit, nonpartisan organization, CRFC has conducted law-related education programs for elementary and secondary students and their teachers for over twenty years. CRFC reaches out to our youngest citizens-elementary and high school students by providing student programs, teacher training, resource experts in the classroom and interactive curricula.

407 South Dearborn Avenue, Suite 1700
Chicago, IL 60605-1119
Phone: (312) 663-9057
Fax: (312) 663-4321
Web: www.crfc.org

Council of Chief State School Officers (CCSSO)

The Council of Chief State School Officers is a nationwide nonprofit organization composed of public officials who lead the departments responsible for elementary and secondary education in the United States, the US extra-state jurisdictions, the District of Columbia, and the Department of Defense Education Activity. In representing the chief education officers, CCSSO works on behalf of the state agencies that serve pre-K-12 students throughout the nation.

One Massachusetts Avenue NW, Suite 700
Washington, DC 20001-1431
Phone: (202) 336-7000
Fax: (202) 408-8072
Web: www.ccsso.org

First Amendment Schools

First Amendment Schools is a national initiative designed to transform how schools model and teach the rights and responsibilities of citizenship that frame civic life in our democracy.

Freedom Forum First Amendment Center
1101 Wilson Boulevard
Arlington, VA 22209
Phone: (703) 284-2808
Fax: (703) 284-2879
Web: www.firstamendmentschools.org

Freedoms Foundation at Valley Forge

Freedoms Foundation is a nonprofit organization dedicated to teaching young people the principles upon which our nation was founded. We hope to convey the close link between the rights and the responsibilities of citizens in society. Through our education programs, collectively titled America's School for Citizenship Education, we teach American about America. Each year, some 3,000 students from all 50 states take part in Freedoms Foundation educational programs that include U.S. history, constitutional rights and citizens' responsibilities, core values, and the private enterprise system.

1601 Valley Forge
Valley Forge, PA 19482-0706
Phone: (610) 933-8825 or (800) 896-5488
Fax: (610) 935-0522
Web: www.ffvf.org

Kids Voting USA

Kids Voting USA is a national nonprofit, nonpartisan, organization that fosters and informed, participating electorate by education and actively engaging young people and their families in voting and other elements of effective civic engagement.

398 South Mill Avenue, Suite 304
Tempe, AZ 85281
Phone: (480) 921-3727 or (866) 500-VOTE
Fax: (480) 921-4008
Web: kidsvotingusa.org

League of United Latin American Citizens (LULAC)

Historically, *LULAC* has focused heavily on education, civil rights, and employment for Hispanics. *LULAC* councils provide more than half a million dollars in scholarships to Hispanic students each year, conduct citizenship and voter registration drives, develop low income housing units, conduct youth leadership training programs, and seek to empower the Hispanic community at the local, state, and national level.

2000 L Street NW, Suite 610
Washington, DC 20036
Phone: (202) 833-6130
Web: www.lulac.org

The National Constitution Center (NCC)

The National Constitution Center is an independent, non-partisan, and non-profit organization dedicated to increasing public understanding of and appreciation for the Constitution, its history, and its contemporary relevance, through an interactive, interpretive facility within Independence National Historical Park and a program of national outreach, so that We the People may better secure the Blessings of Liberty to ourselves and our Posterity.

525 Arch Street
Independence Mall
Philadelphia, PA 19106
Phone: (215) 409-6600 or (866) 917-1787
Web: www.constitutioncenter.org

National Council for the Social Studies (NCSS)

NCSS engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia and 69 foreign countries, NCSS serves as an umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law related education. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents k-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.

8555 Sixteenth Street, Suite 500
Silver Spring, MD 20910
Phone: (301) 588-1800
Fax: (301) 588-2049
Web: www.ncss.org

National High School Mock Trial Championship

The goals of the National High School Mock Trial Championship, Inc., are to promote greater understanding of and appreciation for the law, court procedures, and the American judicial system, to improve basic life skills, such as critical thinking, reading, speaking and advocacy, to improve communication and cooperation among key community members, including schools, teachers, government leaders, law professionals, and citizens, to heighten appreciation for the principle of equal justice for all, to promote an awareness of current legal issues and to promote the exchange of ideas among students from throughout the United States while providing a rewarding and memorable experience of interaction.

National Championship, Board of Directors, Planning and Sponsors
State Bar of Wisconsin
5302 Eastpark Boulevard
Madison, WI 53719
Phone: (608) 250-6191
Fax: (608) 257-5502
Web: www.nationalmocktrial.org

National High School Model United Nations (NHSMUN)

The National High School Model United Nations provides a unique, educational opportunity through the simulation of United Nations committees. Students discuss challenging topics that force them to consider conflicting viewpoints, and are expected to work together to develop comprehensive and creative solutions to the very same problems that our work leaders face today. Detailed background guides are provided for all of the committees, and the simulations are run realistically and accurately. Participation in NHSMUN challenges students to develop life-long problem solving, critical thinking, and consensus building skills in a creative and non-traditional setting.

Web: nhsmun.org

National History Day

NHD is a year-long education program that engages students in grades 6-12 in the process of discovery and interpretation of historical topics. Students produce dramatic performances, imaginative exhibits, multimedia documentaries and research papers based on research related to an annual theme. These projects are then evaluated at local, state, and national competitions.

0119 Cecil Hall

University of Maryland

College Park, MD 20742

Phone: (301) 314-9739

Web: www.nationalhistoryday.org

National PTA

National PTA is the largest volunteer child advocacy organization in the United States. A not-for-profit association of parents, educators, students, and other citizens active in their schools and communities. PTA is a leader in reminding our nation of its obligations to children.

Chicago Office:

330 North Wabash Avenue, Suite 2100

Chicago, IL 60611

Phone: (312) 670-6782 or (800) 307-4PTA (4782)

Fax: (312) 670-6783

DC Office:

1090 Vermont Avenue NW, Suite 1200

Washington, DC 20005-4905

Phone: (202) 289-6790 or (888) 425-5537

Fax: (202) 289-6791

Web: www.pta.org

National School Boards Association

The National School Boards Association is the nationwide organization representing public school governance.

1680 Duke Street

Alexandria, VA 22314

Phone: (703) 838-6722

Fax: (703) 683-7590

Web: www.nsba.org

National Youth Court Center

The goals of Teen Court are to help youth realize they will be accountable for their behavior; educate youth on the impact their actions have on themselves and others; build competencies in youth by providing instructions on how the legal system functions and how to communicate and resolve problems with peers more effectively; and provide a meaningful forum for youth to practice and enhance newly developed competencies.

PO Box 11910
Lexington, KY 40578-1910
Phone: (859) 244-8193
Web: www.youthcourt.org

National Youth Leadership Council (NYLC)

The National Youth Leadership Council's mission is to build vital, just communities with young people through service learning. As one of America's most prominent advocates of service learning and national service, NYLC is at the forefront of efforts to reform education and guide youth-oriented public policy. The NYLC website includes a link to the Council's Professional Development programs.

1667 Snelling Avenue N
St. Paul, MN 55108
Phone: (651) 631-3672
Web: www.nylc.org

Presidential Classroom

At Presidential Classroom, participants observe the federal government at work, witness the development of public policy and explore the roles of citizens, lawmakers, experts, associations and businesses in the world's most successful democracy. Presidential Classroom takes outstanding high school students behind the scenes of our nation's capital for seminars and discussions featuring members of Congress, Presidential appointees, journalists and other Washington insiders and names in the news.

119 Oronoco Street
Alexandria, VA 22314
Phone: (703) 683-5400 or (800) 441-6533
Web: www.presidentialclassroom.org

Project 540

Project 540 gives 100,000 students nationwide the opportunity to talk about issues that matter to them and to turn these conversations into real school and community changes.

Providence College
FAC 407
Providence, RI 02918
Phone: (401) 865-2787
Web: www.project540.org

United States Department of Education

This award-winning site is designed to help pursue the President's initiatives, including No Child Left Behind, and advance our mission as a Department-to ensure equal access to education and to promote educational excellence for all Americans. It also supports the work of ED offices, led by senior ED officials.

Secretary of Education
400 Maryland Avenue SW
Washington, DC 20202
Phone: (800) USA_LEARN or (202) 401-2000 (in DC area)
Fax: (202) 401-0689
Web: www.ed.gov

Youth for Justice (YFJ)

Youth for Justice is the national, coordinated law-related education (LRE) program supported by the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice. The program is carried out by the American Bar Association Division for Public Education, the Center for Civic Education, the Center for Education in Law and Democracy, the CRF and the Constitutional Rights Foundation Chicago, Phi Alpha Delta Public Service Center and Street Law, Inc. and provides national leadership for sustainable, high quality LRE programs for at-risk youth and their communities. YFJ provides program models, materials training and technical assistance to educators, students, and parents in schools and in community and juvenile justice settings. YFJ delivers these services in cooperation with a national network of State LRE Centers.

Contact: Please contact one of the national organizations supporting Youth for Justice.

Web: www.ojjdp.ncjrs.org
www.crf-usa.org/ojjdp/ojjdp.html

Youth Leadership Initiative (YLI)

The Youth Leadership Initiative, launched by the University of Virginia Center for Politics, is a national citizenship education and engagement program for middle and high school students to involve them in the American electoral and policy making process. The unique technology component of YLI makes it possible to link schools and students with their counterparts in every region of a state and throughout the nation.

University of Virginia Center for Politics
2400 Old Ivy Road
PO Box 400806
Charlottesville, VA 22904
Phone: (434) 243-8468 or (866) 514-8389
Fax: (434) 243-8467
Web: www.youthleadership.net

Youth Service American (YSA)

YSA is a resource center and premier alliance of 300+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally. YSA's mission is to strengthen the Effectiveness, Sustainability, and Scale of the youth service and service-learning fields to help create healthy communities, and foster citizenship, knowledge, and personal development of young people.

1101 15th Street, Suite 200
Washington, DC 20003
Phone: (202) 296-2992 Ext. 43
Web: www.ysa.org

Youth Vote Coalition

Youth Vote is the nation's largest non-partisan coalition working to increase the political involvement of 50 million Americans, 18-30 years old. The Youth Vote coalition consists of over one hundred diverse national organizations representing hundreds of organizations and millions of young people.

1010 Vermont Avenue NW, Suite 715
Washington, DC 20005
Phone: (202) 783-4751
Fax: (202) 783-4750
Web: www.youthvote.org